

Childsplay Cafe West Healthy Living Centre

Cafe West, Wanstead Crescent, Allerton, BRADFORD, West Yorkshire, BD15 7PA

Inspection date	06/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children take part in a good range of self-chosen and adult-led activities that are tailored to meet their needs and build on their individual interests. As a result, children reach expected levels of attainment in their overall learning and development.
- The well-embedded key person system helps children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the setting and into school.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.

It is not yet outstanding because

- There is scope to present resources in the book area more attractively so that young children are able to independently access books that are of interest to them.
- The very good systems in place for monitoring staff performance do not yet fully include peer observations, in order that staff can learn from each other through honest and critical reflection.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the main room and outside.
- The inspector completed joint observations with the senior staff.
- The inspector held meetings with the manager, senior staff, external consultant and four parents.
- A range of documents were inspected, including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of safety on the premises, staff suitability, training certificates, policies, safeguarding procedures and the nursery's self-evaluation form.

Inspector

Shazaad Arshad

Full report

Information about the setting

Childsplay Cafe West Healthy Living Centre was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a community nursery run by a management committee. The nursery operates from one large base room within purpose-built premises on the grounds of Cafe West Healthy Living Centre in the Allerton area of Bradford, West Yorkshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs nine childcare practitioners. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 9am until 12pm and 1pm to 4pm during term time only. Children attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group. The nursery provides funded early education for two- to three-year-old children from this site. It receives support from the local authority and has a main nursery site based at the nearby Childs Play Neighbourhood Nursery Limited.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to use and enjoy books, for example, by providing them with access to an attractively presented book area.
- build on existing good systems for monitoring of staff performance, for example, by fully establishing peer observations to continue to strengthen and improve their already very good practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff successfully implement the Early Years Foundation Stage in practice. They plan stimulating activities based on children's interests and what they enjoy doing. For example, key persons have a thorough understanding of where each child is in their development. This ensures children are provided with focused and developmentally appropriate educational programmes that offer them challenge and enhance their learning experiences, because they reflect their preferences for learning. For example, when children enjoy exploring the many different role play activities, the key person adds additional resources, such as cardboard boxes, to enhance their interests and enjoyment further. Adult-led activities are also planned well, which reflect children's interests and

stage of development. For example, there are a number of children who enjoy being energetic. Therefore, outside play is extensively planned into the daily routine so that they can make use of the outdoor facilities and explore the environment. This also further enhances children's enjoyment and learning, such as exploring nature and learning about the wider world.

The staff analyse observations to help plan for children's next steps in their learning. They use good tracker systems to show whether a child is emerging, developing or secure in specific aspects of their learning and development. This gives them a good overview of where children are and where they may need to target any support to ensure they continue to make good progress. Home visit sheets and good information sharing with parents are also included in this process. For example, transition diaries include a clear picture of what children can do and accurately assess their needs and the next step necessary for their continued development. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review children's learning journal records with the key worker for their child. As a result, this helps them to understand how high quality teaching supports their children to make strong progress towards the early learning goals.

Young children love to get messy during their art activities. For example, toddlers love to use the sand tray to explore, and two-year-olds have fun when they start to use water games. Staff who work with children are very experienced and competent. This means that the children form close bonds and attachments. As a result, children are eagerly engaged in their learning. They are proud to show off their work and staff are keen to extend their learning by asking questions which require a response. As a result, children are involved, excited, happy and animated during the various role play shopping activities. Staff build on children's curiosity well. For example, when children ask about using the outdoors, staff ask children questions that make them think, such as what they will need to wear and to check if they have suitable clothing. This good questioning promotes children's thinking, independence and decision making successfully. Children work together and try to remember the items they are buying for their own shop. This shows that young children are developing the confidence and skills to move on in their learning and move to school.

Children's acquisition of communication and language skills is supported through lively stories, group discussions and song and rhyme sessions. However, they have fewer opportunities to independently select books as this area is not as well presented as the rest of the very good resources available. Staff place high priority on supporting children's physical, personal, social and emotional development. This means that children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and for school. Children demonstrate high levels of independence as they confidently move around the environment to experience the exciting activities and resources on offer. For example, they freely move from indoors to outdoors and have direct access to good quality outdoor resources. Staff teach children to share and cooperate in their play and provide them with a wealth of opportunities to do this. For example, children work harmoniously together as they play in the sand and water area. Also, children understand

mathematical concepts through following instructions around water play. For example, they talk about the different levels of water and take part in measuring using utensils. The nursery has robust partnerships in place with the local primary schools. Teachers visit children in the nursery and this ensures they receive high levels of support and are well prepared when the time comes for them to move on. Transitional reports ensure information shared about children's learning is accurate and precise. The required progress checks at age two have been completed and shared with all relevant partners.

The contribution of the early years provision to the well-being of children

Children in the nursery show they are happy and settled. They are self-assured around visitors and enjoy sharing their learning experiences, and they chat about their friends and the activities they enjoy. Children's safety is given high priority without restricting their independent exploration because staff are vigilant, ensuring children are supervised well and kept safe. Children are encouraged to risk assess for themselves and are developing a good understanding of how to keep themselves safe. For example, they learn about safety through daily activities and visitors, such as the police.

Children attend short settling-in sessions with their parents, and this helps to smooth transition, providing some continuity in children's care. A robust key person system ensures children develop secure attachments early in their care and receive consistently high levels of support. The support children receive to prepare them for transition into school is very good. Their daily routines, such as group time and dressing themselves, reflect those they will experience in school. Early Years Foundation Stage teachers from the local schools visit them in the nursery and this means they have a familiar adult when the time comes for them to move on. As a result, children from the nursery are well prepared for their move to school.

Children enjoy a wide variety of healthy snacks. All children are taught to be independent in feeding and dressing themselves. For example, staff fully encourage children to try serving their own snack. As a result, children are developing strong independence skills. The outdoor environment is used well to support children's physical development and overall well-being. Children enjoy outdoor play in all weathers, playing in the nature areas, developing their physical skills with balls, and exploring bubbles in water. Children behave very well in the nursery and staff clearly promote strong strategies to further develop their understanding of the rules, boundaries and behaviour expected of them. As a result, they are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Children are learning to tolerate each others' differences and consider the needs of others. Through everyday routines, free play and group activities, children are learning to negotiate, share and listen to each other. This is demonstrated through the strong relationships they are developing both with staff and each other.

The effectiveness of the leadership and management of the early years provision

The management team are highly focused on driving quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff demonstrate that they are fully committed to providing the best possible start for children in their early years. The manager ensures that all staff have a clear understanding of how to meet the safeguarding and welfare requirements. Safeguarding and child protection are given a very high priority. For example, the designated safeguarding lead fully understands her role in notifying Ofsted regarding safeguarding matters and acting swiftly on any safety investigations. For example, the nursery has introduced new systems to manage any maintenance work in order to eliminate any possibility of any safety breach. The premises are very secure and access to areas is protected by fingerprint door entry. All staff have attended compulsory safeguarding training and they can demonstrate a detailed understanding of the safeguarding and welfare requirements. Accidents and existing injuries are recorded in detail and shared with and signed by parents to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in complete safety. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Staff are effectively deployed to ensure children are supervised. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. The nursery follows the comprehensive recruitment and vetting procedures, alongside effective induction systems, helping to ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the visitors' book to ensure that a full and accurate record is kept to promote children's safety.

The manager has implemented a variety of effective methods of monitoring staff performance. However, the use of peer observations is not fully developed to ensure staff performance is monitored as well as possible to continue to build on the good service to children. Similarly, the manager is reviewing the use of resources in the book area in order to continually improve the service. The educational programme is monitored to ensure all children make good progress. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated. Very good partnerships with the attached children's centre and the local authority support staff in their ongoing professional development.

Partnerships with parents, external agencies and other providers are well established and make a positive contribution to meeting children's needs. Information is shared with other early years providers and professionals. For example, the nursery have recorded data in partnership with the local school around children's achievements in the prime areas of learning. Consequently, close partnership working enables all children to make progress and reach their full potential. Informative noticeboards, newsletters, parent evenings and access to the website keep parents up to date with events at the nursery. Parents confirm they are very happy with the service and the commitment of the staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY459727
Local authority	Bradford
Inspection number	942278
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	33
Name of provider	Childs Play Neighbourhood Nursery Limited
Date of previous inspection	not applicable
Telephone number	01274 549264

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
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