

Strong Close Day Nursery

Strong Close Nursery School, Airedale Road, KEIGHLEY, West Yorkshire, BD21 4LW

Inspection date	27/02/2014
Previous inspection date	02/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good. Consequently, children show good levels of interest, develop a positive approach to learning and are inquisitive and independent learners.
- Children develop a strong sense of belonging as a result of secure attachments being established with their key person and other adults in their nursery room. This is through very close partnership working with parents during an effective settling-in period.
- There is an extremely strong emphasis on ensuring that all children are fully integrated in the life of the nursery including through very effective partnership working with other professionals or agencies.
- Safeguarding procedures are stringently followed, in order to promote children's welfare. This is as a result of a key focus on training which ensures that staff can identify possible signs of abuse or neglect and respond promptly to any such concerns.

It is not yet outstanding because

- Care routines implemented with the youngest children in the two-to-three year room are not always successful in fully fostering their personal, emotional and social development.
- There is scope for parents to be provided with more regular information about their children's next steps for learning, in order for them to support these at home and foster a more shared and consistent approach.

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 activities in the three main playrooms and the outside learning environment and spoke with staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held meetings with the manager and deputy manager.
- The inspector sampled a range of documentation including children's assessment records, planning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, self-evaluation documents and improvement plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Strong Close Day Nursery opened in 2007 and is owned by the Pre-school Learning Alliance. It operates from Strong Close Nursery School and Children's Centre in the Worth Village area of Keighley, Bradford. It serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am to 5.30pm, except on bank holidays. Children attend for a variety of sessions. Children are cared for in three main playrooms and during term time children in the pre-school have access to all areas within the nursery school provision. Each age group has access to their own outdoor play area and there is an additional outdoor play area that can be accessed by all children. There are currently 105 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 19 staff working directly with the children, 16 of whom have an appropriate early years qualification. All, except one, are at level 3, 4 and 5. The nursery manager, who is supernumerary, holds Early Years Professional Status. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review and improve care routines with the younger children in the two-to-three room, for example, by using more effective and positive behaviour management strategies, shortening the time they are expected to sit down before lunch and by providing greater levels of support when they are using the bathroom
- enhance communication with parents, for example, by continually sharing children's individual next steps for learning, in order for a shared and consistent approach to be adopted at all times to help children make the best progress possible.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning, how children learn and how to promote a highly inclusive environment. Consequently, they provide a variety of open-ended activities across the whole of the curriculum that engage and help all children progress well in their learning and development, given their starting points. These are reflected in detailed weekly planning that evidences how children's interests and individual next steps for learning are incorporated. These are informed through observations and

assessments of children's interests, knowledge and skills on entry and subsequent to this, for instance, through regular development summaries. Informative development records include photographs, which gives parents a lovely insight into their child's unique learning journey. Parents are well-informed about their child's progress during progress meetings which take place after children have settled and then twice throughout the year. In addition, they can access their child's profile at any time and take this home to browse at their leisure if they so wish. However, staff are less successful in actively sharing children's next steps for learning and how these can be supported at home on an ongoing basis, in order to fully ensure a shared and consistent approach. Each nursery room encourages parents and carers to contribute what they know about their children, for example, through slips inviting them to share information to help staff extend activities for them. This includes, for example, what children like to play with at home and any new interests, favourite songs or stories and anything parents would like staff to plan for next. Parents are also encouraged to enjoy learning experiences at home with their children. For example, they are provided with information about songs they can share and activities they can try, such as arts and crafts and making dough.

Staff create an environment in which there are child-accessible labelled toys and differing activities. As a result, children are acquiring the capacity to develop and learn effectively and be ready for future learning as they move to nursery school and then ultimately school. This is because they are left alone to explore, make discoveries, solve problems and learn new skills through self-initiated play. This helps them develop confidence and independence. Babies and toddlers in the baby room explore their environment with interest, learning how things work as they investigate different types of sensory media and materials. They explore the texture of the sand with their fingers, which ignites their curiosity as they observe this seeping through. As children in the two-to-three room enjoy taking part in rice play, they listen to the noise the rice makes as they pour it from one container to another. As they do so, they develop an early mathematical awareness and early writing skills as they make marks in this. Children in the pre-school room show great creativity and excitement as they negotiate ideas while building intricate constructions in the sand with small bricks. They solve problems and investigate how the texture of the sand changes as they add water to this to enhance their imaginative play. All age groups enjoy listening to stories as a result of the engaging way staff read these. Children's interest in print is enhanced through an environment rich in labelling. Children demonstrate early writing skills, for instance, as they ascribe meaning to their marks as they paint, exclaiming 'It's a big dinosaur'.

Teaching is good because staff monitor children's engagement in activities and know when and when not to intervene without inhibiting learning. They support and extend children's thinking through talking to them and taking part in their play and investigations. This enhances children's enjoyment and positive approach to learning. For example, as staff sit with older, more able children at the dough activity they listen carefully to their ideas, such as making a pancake. Staff describe the process saying 'We have to roll the dough and make a circle first because pancakes are round aren't they?' As children do this, they show good hand and eye coordination while using the dough tools. Staff's enthusiasm and own enjoyment of the dough activity motivates children and helps them develop good levels of concentration and sustained engagement. Staff ignite the pre-school children's curiosity as they ask frequent open-ended questions which inspires children's critical

thinking. For example, as children observe ice cubes melting into the blue water they are encouraged to think about why this is happening, developing their interest in scientific concepts and testing things out. While staff sit alongside children as they build a train track, they effectively foster mathematical thinking. For example, they ask how many trains there are, encourage children to predict how many more there will be if another one is connected and introduce size language as they describe the track as long. Staff working with babies and toddlers talk to them during care routines and as they play. This supports their early communication and language development, encourages them to experiment with sounds and helps them link words to actions and objects. Staff listen to the voices of all children. They value linguistic diversity and reflect this effectively in the nursery to support children who use additional language or have an individual learning need. For example, bi-lingual staff use both children's mother tongue, alongside helping them develop their grasp of the English language. Dual language signs enrich the inclusive environment further and incorporate other forms of communication, such as sign language and pictures.

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

Children develop strong bonds and attachments with their key person as a result of effective settling-in arrangements, which include home visits being offered. This is a gradual process, during which parents and carers are closely consulted on their children's individual needs. For example, they are asked to complete settling-in forms, an 'All about me' document and a development checklist. Consequently, each child's key person helps children to become familiar with the nursery and feel safe within it and uses information to help establish what children already know and can do. Consequently, because children feel happy and secure they are confident to explore and try out new things and develop a strong sense of belonging. After six weeks parents and carers are invited into the nursery to discuss how children have settled, in order to support the process. Care routines are consistent with those implemented at home, which is especially important for babies and toddlers to feel a strong sense of security. This continues during children's transition to other nursery rooms or as they move on to nursery school or school. Each key person initially accompanies children on their visits to their new room, teachers are invited into the nursery, development information is shared and school uniforms are provided in role-play areas. Children's sense of belonging is fostered further through individually labelled coat pegs, family photographs and through their creations being displayed attractively. In addition, strong parental involvement in the nursery contributes to this. Parents and carers are encouraged to share their own culture, for example, during Eid parties, are invited to events, such as a teddy bear's picnic and children's graduation ceremony, and take part in activities with their children during 'Dad's Week'.

Staff create a bright and welcoming environment and good use is made of space and resources to provide good quality learning experiences for children. Staff consider and adapt the environment very well, in order for this to be inclusive and enabling for all children. Care practices, particularly in the baby room and pre-school room, are effective in promoting children's personal, social and emotional development. For example, they use frequent praise and encouragement to foster children's self-esteem and confidence. Children in the pre-school room are very sociable as a result of good role modelling from

staff. They play happily with their friends from different communities and cooperate during small group play. They are encouraged to resolve minor disputes themselves and use equipment, such as a sand timer, to negotiate turn taking on the bikes. Consequently, they develop positive relationships with their peers. Children readily approach the visitor, asking questions about the laptop, and start conversations about nursery and family life. They talk about the nursery fish, skilfully counting these, and talk about their own pets at home. Children in the two-to-three room behave well in the main, however, staff do not always demonstrate clear and consistent boundaries. For example, they do not explain why some behaviour is not appropriate, in order for young children to learn about why rules exist. In addition, although children initially thoroughly enjoy singing and taking turns during the magic bag activity before lunch, staff do not always recognise potential factors behind children's growing fidgety or unwanted behaviour. For example, children are expected to sit for too long a period on the carpet as staff tidy up and set up for lunch.

All age groups are encouraged to manage self-care tasks appropriate to their age and stage of development. For example, toddlers in the baby room are encouraged to feed themselves, developing their hand and eye coordination. Children in the two-to-three room are encouraged to use their cutlery together to scoop food. They are encouraged to develop independence within hygiene routines, such as washing hands before eating and toileting. However, staff do not always provide enough support where children may require this. Children in the pre-school room help themselves to the fruit at snack time, pour their own drinks and put on their coats to play outside. They readily show their awareness of healthy practices. For example, they know they have to wash hands so they do not get bugs; a phrase made familiar by staff. Staff effectively support children to develop an awareness of the importance of physical exercise and a healthy diet. For example, the nursery provides a wide range of nutritious meals and snacks, reflected in them receiving the highest healthy teeth award. Visitors, such as the dentist, reinforce children's understanding further as do healthy eating topics and food sampling activities. At times, there is open access for children to their outdoor area and when this is not in place the doors are opened regularly throughout the day. Consequently, children benefit from fresh air and exercise and learn to take managed risks, for example, as they negotiate climbing apparatus under the close supervision of staff. Children also learn about dangers and keeping themselves through visits from the fire service and Road Safety Officer, who also raises parent's awareness of the importance of car seats. During indoor physical activities, such as tumble tots, staff encourage children to feel their hearts before and after exercise, talking about its effect on their bodies.

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

The provider and management team have a good understanding of their responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, children's well-being is promoted, they enjoy learning and grow in confidence. Staff track children's progress and compare the data for individuals and particular groups of children. For example, as part of the overall process 'talk time' sessions take place with staff, in order to

review children's overall development and next steps for learning. Consequently, there is a strong focus on narrowing the achievement gap by ensuring early intervention to secure support for all children. The safety of children is well-considered and reflected in robust safeguarding arrangements, such as the thorough recruitment and vetting of staff. This includes, for example, observations of individual's interaction with the children as part of the interview process and a clear induction and probationary period once the position is offered. Staff have a very secure understanding of internal and external reporting procedures, where concerns of a child protection nature arise, and respond promptly to any such concerns to help children to stay safe. Good risk assessments are undertaken and there is secure entry to the nursery. Nursery rooms have both high and low-level handles, which prevents children from leaving unsupervised. Staff complete head counts and checks on the outdoor areas when children are outside and when they return inside. As the pre-school children move between their base room and a room used at lunchtime, the same procedure is followed. This ensures that children are supervised at all times. This demonstrates that the management have dealt with the notice to improve, requiring children to be in sight or hearing of staff at all times that was issued following the last inspection. There are effective arrangements for highlighting children's individual dietary needs to promote their well-being. For example, each child, regardless of whether they have a specific dietary need or not, have their own individual laminated photographs with information about them. As all children have one of these, this ensures that children who do have specific dietary needs do not feel singled out.

Furniture, equipment and toys are safe and plentiful in meeting children's individual needs. This includes equipment, such as fire evacuation cots, which ensure that immobile babies or young toddlers can be moved very quickly in an emergency, thus, promoting their safety. There is strong self-evaluation in place, cascading from the senior management team to the nursery management team and staff working directly in the rooms. All are closely involved in reviewing the strengths and areas for development that will continue to improve children's achievements over time. For example, management meetings take place and staff evaluate their own rooms and share ideas within team meetings. Areas for improvement are accurately identified and the nursery work closely with their advisory teacher as part of their participation in the local authority quality assurance scheme. Current key priorities and areas for future development are reflected in, and effectively monitored as part of the nursery's development plans. The monitoring of staff practice and supporting continued professional development plays a key role in the evaluation and ongoing development of the nursery. Consequently, there is a clear focus on continually improving the quality of teaching. For example, management undertake room observations and a more formal supervision pack has recently been devised to include flexible workers in the process. Staff are well-qualified and those with a relatively new qualification or who are less confident are supported well, in order to raise the consistency of the quality of teaching. Good use is made of local authority training courses. Individuals cascade information during team meetings and their extended knowledge of early years practice positively impacts on the nursery provision.

Strong relationships are formed with parents and carers, in order to build trust and work in partnership to meet children's individual needs. They are well-informed about the nursery when children enrol, such as through the policies and procedures and Early Years Foundation Stage information packs. Ongoing communication is very successful and there

are many different ways the nursery achieves this. For example, diaries and food diaries are shared each day, photographs of children taking part in activities adorn the walls alongside notices, newsletters are issued and there is a parent's forum. Parents' views are actively encouraged, for instance, through a suggestion box, comments book and questionnaires. Suggestions are positively welcomed and reviewed, in order to help inform different aspects of the service, such as the nursery menu. Parent's comments are complimentary about the nursery and care of their children. Staff work extremely well with other professionals, including where children have special educational needs and/or disabilities, and with other providers where shared care takes place. Daily diaries go between settings, individual care or education plans are precisely followed, meetings are attended and staff complete training required to meet any specific care needs. This means there is a shared and consistent approach and each child's uniqueness is recognised and valued. Consequently, they are supported extremely well and involved in all aspects of nursery life.

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	EY355932
Local authority	Bradford
Inspection number	952141
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	105
Name of provider	Pre-School Learning Alliance
Date of previous inspection	02/05/2013
Telephone number	01535 669833

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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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