

# Heaton Children's Centre

Heaton Primary School, Haworth Road, BRADFORD, West Yorkshire, BD9 6LL

<b>Inspection date</b>	07/10/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Partnerships with parents and other professionals are strong at the nursery. Parents play a key part in how staff plan strategies and interventions to support children's needs. Consequently, all children are making good progress given their individual starting points and abilities.
- Staff use good teaching techniques to support and challenge children's learning. Children are encouraged to develop their critical thinking skills as staff support them to investigate and explore their surroundings.
- The well-embedded key person system helps all children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are very well prepared for their move, both across the nursery and into school.
- Children are protected very well from harm as management and staff understand and effectively meet safeguarding and welfare requirements.

### It is not yet outstanding because

- Children's already very good self-help skills have not been fully incorporated into all daily routines, such as serving themselves at snack times.
- Staff are not maximising opportunities for children to see print in the environment, so children know that print carries meaning.

## 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.

## Inspection activities

- The inspector had a tour of the premises, held a meeting with the manager and senior manager. She talked to the children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed children engaged in a range of activities in the playroom and outside area.
- The inspector acknowledged the views of parent's, including those spoken to during the inspection and written comments.
- The inspector looked at a selection of documentation, including staff qualifications, their Disclosure and Barring Service checks, the policies and procedures and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Heaton Children's Centre was registered in 2005. It is on the Early Years Register. It is funded by the local authority. It operates from one main play room and an outdoor area. The nursery serves the local and surrounding areas. The nursery opens Monday to Friday, from 8.30am until 11.30am and 12.15pm until 3.15pm term time only. Children attend for a variety of sessions. There are currently 56 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-year-old children. The nursery supports children who speak English as an additional language. There are currently seven staff working directly with children, all of whom have an appropriate early years qualification at level 3 or above.

### What the setting needs to do to improve further

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

- enhance the organisation of routines, such as snack times to incorporate opportunities for children to practise and develop their self-help skills even further, for example, by being more involved in serving themselves
- enhance the learning environment both indoors and outside by making it richer in words and pictures to further promote and support children's understanding that words carry meaning.

### Inspection judgements

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

Staff place good priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, at snack time, staff talk to children about their Eid celebrations. Children are keen to tell their friends and staff about the parties they have had at home with their families. Staff use this information to ensure that children's interests are taken account of. For example, children join in with the party games at the Eid party they are celebrating. Through this activity children develop their understanding of the world. The staff ask the children questions to develop their thinking

skills, as they ask them questions about what they are building with the construction bricks. Children confidently tell staff that they are building a train. This activity helps to promote children's imagination and moving and handling skills. Staff extend this activity and challenge children as they encourage them to count how many trains they have in their line. This develops children's understanding of numeracy. Children listen very well as they sing and dance to the music. They use the microphone and sing very confidently. This promotes their interaction and confidence as they sing in a group. Children of all ages freely access the very good resources, both indoors and outdoors. Staff encourage children's language by asking them what they would like to do and play with and they point to different resources. However, there are fewer opportunities, both indoors and outside, for children's early recognition and understanding that words and pictures carry meaning. The staff support children with English as an additional language. They explore different cultural festivals. Staff also hold conversations with the children in their own home language. This ensures all children are fully supported and feel valued.

Staff have a very secure knowledge of each child and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used effectively to inform future planning. The assessments include the progress check completed for children aged between two and three years. These checks acknowledge young children's achievements and very accurately show their skills and interests. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning records are documented well and are maintained to a good standard and contain a wide range of information, including photographs and detailed observations. The children's learning records are accessible to parents, so that they find out about their child's learning and progress at nursery. Parents have good opportunities to add comments about what their children have been doing at home. These strong, close and effective partnerships with parents make a significant contribution to meeting children's individual needs.

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

Staff have good systems in place for ensuring that children are well-supported when they first start. Regular visits and a chance for children to build a relationship with their key person are put into place. Staff offer parents the opportunity to have a home visit. Consequently, children arrive eagerly, separate with ease and settle quickly. Children's emotional well-being is maintained as key persons are quick to notice when they are upset and need reassurance. Staff work well with parents to maintain a consistent approach to addressing care needs and they share information, so that each child's needs are met. Parents and other agencies are actively engaged and guidance from other professionals is used to plan care for children as it meets their needs. As children progress into the onsite

nursery they undertake regular visits so they become familiar with the other children and staff. The new key person is provided with time to view and become familiar with the children's current learning records, through discussion with the children's present key person. This allows staff to gain a secure familiarity with the children's current needs, interests and any planned next steps. Strong systems are in place for working with the onsite children's centre and nursery. This supports children's developing social skills and ability to make friends, which prepares them for their eventual move into school.

Children's prime areas of learning are fostered well. Staff's high expectations means children are developing their independence skills. Children eagerly help to dress themselves when preparing to go outdoors and staff consult parents regarding supporting toddlers with their toilet training. However, opportunities for extending the children's already very good self-help skills have not been fully incorporated into all daily routines, such as serving themselves at snack times. Staff support the children very well to develop a taste for a healthy diet. Snacks are freshly prepared and children are provided with a wide variety of fruits and vegetables. Staff talk to children about good hygiene procedures. They talk about preventing germs through good hand washing at appropriate times, such as before they have snack.

Staff ensure that children benefit from a healthy lifestyle. Children have free access throughout the session to play outdoors in the fresh air where they enjoy a wide range of physical activities that support their physical development. Staff help children to develop a sense of their own safety as they remind them to walk around the room not run and how to sit correctly on the chairs. Children's safety is further reinforced as they regularly practise fire drills. This ensures children are aware of the evacuation procedure and how to stay safe in the nursery. Staff are very calm and polite in their interactions. They provide children with a positive role model to which children respond very well. Children share activities and equipment with good grace; they are very polite and courteous to both their friends and adults. Consequently, staff help children to manage their feelings and behaviour very well.

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

Staff have a very good knowledge and understanding of how to safeguard and protect all children. They have a good awareness of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all staff. Staff have attended appropriate safeguarding training. Risk assessments and daily checks of the nursery are thorough, which ensures that children are protected effectively within a safe, welcoming and stimulating environment. Qualified and experienced staff are well deployed throughout the nursery and children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, management have recruited a highly skilled and qualified team who are experienced and supported well. Appropriate checks are carried out on all adults who work directly with children to ensure they are suitable. There is an effective induction process in place for new staff to ensure they are fully aware of their role and

responsibilities. As a result, the quality of teaching is consistently high and maintained across the nursery. The manager is committed to staff's continuous professional development, which is formally reviewed during annual appraisals. All staff are encouraged to attend regular training courses to develop their skills and knowledge. Information from training courses is shared amongst the team during staff meetings; and training is also completed with the on-site school team and staff from the children's centre. Peer observations are being introduced to enable staff to share positive examples and ideas. This ethos of constant reflection and improvement ensures that standards of care and teaching continue to improve for the benefit of children and their families. The management team regularly monitor the planning and delivery of the educational programmes to ensure that children are provided with interesting and enjoyable activities and resources, which support them to make good progress across all areas of learning. Frequent observations and assessments of children's learning are completed, which enables staff to identify the progress children make and also any areas in which children may require further support. Since the last inspection the areas raised for improvement have been addressed. For example, over half of the staff now hold a relevant first aid qualification. This ensures a safe environment for all children.

The management and staff team meet on a weekly basis to evaluate and reflect on their practice. Through self-evaluation, staff have identified the things they do well. They are very committed and focused to continually improve the nursery. They have successfully identified areas for development that will have a positive impact on children's learning.

The nursery has established strong links with other professionals and onsite settings. Nursery teachers visit to meet the children prior to them starting with them. All information in relation to care and learning is shared with them, to ensure a smooth move for the children. The staff and management have established very good relationships with parents. They ensure that parents are treated with respect and that confidentiality is respected at all times. Parents are encouraged to be actively involved with the children's learning in a variety of ways and to make suggestions to improve practice. For example, there is a very informative noticeboard for parents. Parents also have opportunities to attend regular open sessions and receive questionnaires. This ensures they are kept well informed of the events, planning and any changes happening at the nursery. Parental feedback demonstrates that staff listen to what parents have to say and take on board their comments about what their children enjoy outside of nursery and what they would like to see provided for them.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY301510
<b>Local authority</b>	Bradford
<b>Inspection number</b>	820234
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Heaton Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01274 363070

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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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