

Batley Carr Day Nursery

18 Wilson Wood Street, BAtTLEY, West Yorkshire, WF17 7LE

Inspection date	03/10/2013
Previous inspection date	25/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make rapid progress in their learning because educational programmes are tailored to ensure they can follow their interests, and provide them with challenges that help them to attain the next steps in their development.
- Very strong relationships with parents ensure they are fully involved in their children's learning and by sharing activities, the nursery gives them good levels of support in promoting their children's learning at home.
- Practitioners work very hard to develop children's confidence and self-esteem by encouraging them to try new challenges and promoting their growing independence.
- Support for children during transition to school is significantly enhanced because of the excellent relationships with the local schools. As a result, when children are ready to move on they are familiar with routines, are very confident and are self-assured.

It is not yet outstanding because

- In some instances, opportunities for children to share details of their learning experiences are overlooked. As a result, their knowledge and ideas are not explored in as much detail as they could be.
- Sometimes, children are not stretched to their full potential because less confident staff do not, always, use their strong teaching skills to optimise learning opportunities.

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's activities in the main playrooms and the outdoor environment.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Batley Carr Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in Batley. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- recognise more opportunities, such as meal times, to engage children in discussions so that they can share their ideas and knowledge in more detail
- continue to build on the already effective monitoring of staff to develop their skills, knowledge and understanding, thus enabling them to maximise the learning opportunities for children.

Inspection judgements

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

Practitioners in the nursery have a comprehensive understanding of the Early Years Foundation Stage. They use their knowledge well to plan interesting and stimulating activities that spark children's curiosity and capture their interests. For example, a topic on healthy eating, in which children learn to grow fruit and vegetables, is extended into the role play area. Children have built a market stall selling produce and incorporate their learning into their play. The nursery has robust partnerships with the local schools. They work closely with them to identify areas where some children are not meeting the expected targets in learning and development. As a result, educational programmes are structured to focus on those areas, for example, developing early writing skills.

Practitioners are highly skilled in using props to promote children's language development. They use objects, stories and action rhymes to support their understanding of spoken language. There are occasions, when opportunities to engage children in conversation and enhance their learning are overlooked. For example, during mealtimes staff sit with children and offer them high levels of support that promote their independence. However, they do not, always, take advantage of the time to introduce discussion, such as, sharing learning from home through every day conversation. Development records and assessments show children make rapid progress from their starting points, across the prime areas of learning. Children with English as an additional language make strong progress because learning programmes are tailored to focus on developing their understanding of language. The nursery works closely with speech and language therapists to support children who have difficulty communicating through spoken language. As a result, the gaps are narrowing and all children in the nursery demonstrate that they are developing very good communication and language skills. Parents comment that their children are making 'big steps in their communication and language development'.

The nursery is welcoming and lively, with an interesting range of well-planned motivating activities, both indoors and outside. Enthusiastic practitioners enhance children's play as they fully embrace messy activities, such as, shaving foam and sticky rice. The enjoyment demonstrated by the children taking part, encourages even the most reluctant children to join in. Practitioners do not interrupt children to clear away mess from their play until they have finished and as a result, their concentration and attention is maintained. The nursery obtains information about children's interests, and their starting points, from their parents. This is regularly updated through discussions with parents and the use of a 'Wow board'. Parents and children can also add comments on a 'What we did at the weekend' board. This enables practitioners to develop individual learning plans that are tailored to target the needs of each child and focus on the skills they have already acquired. As a result, children are presented with adult-led activities that challenge their thinking and help them to extend their skills. In general, practitioners are very skilful in extending children's learning and encouraging children to solve problems for themselves. For example, children try to work out why a spray bottle will not spray, and how they can tow crates behind their bicycles, using a skipping rope. Parents value the contribution the nursery makes to children's learning and they make comments, such as 'the nursery has a brilliant staff team', and 'there is a strong focus on learning through play'.

All practitioners have high expectations for each child and they are fully committed to helping them achieve the targets set for them. Detailed observations and assessments provide a comprehensive record of children's progress that is easy to follow, and clearly demonstrates how practitioners use the information to further children's learning. Practitioners have a very good understanding of where each child is in their development, which ensures that children are provided with purposeful and developmentally appropriate educational programmes. This offers them challenge and enhances their learning experiences because they reflect their preferences for learning. For example, young children enjoy play time in the outdoor area where they have lots of space to move and investigate. Less confident practitioners do not, always, recognise children's cues and sometimes overlook opportunities to use open-ended questioning to extend their thinking. As a result, children's ideas and knowledge are not explored in as much details as they

could be. For example, their experience of going to the hairdressing salon is not fully investigated during role play. Nevertheless, adult-led learning combined with child-initiated exploration means that children experience a very good balance of child-led and adult-led learning. For example, the nursery has introduced the children to 'Lily' and 'Lola', their new pet tree frogs. They are learning how to care for them and their learning continues through a topic about bugs and mini-beasts.

Feedback about children's progress is shared with parents on a daily basis. 'Learning journeys' are available for them to view and regular discussions with key people, keep them informed about how their child is meeting the expected milestones for their age. The nursery employs a translator to support parents who do not speak English as their first language and this ensures children's progress can be shared with them. Monthly newsletters share activities with parents to enable them to support their children's learning at home, and parents are invited to share their ideas. Activities are shared with them, such as library books to read at home, to help prepare their children for the move to school. The required progress check at age two has been completed for all children and shared with all relevant partners.

The nursery has excellent partnerships in place with the local schools. Foundation stage teachers visit the nursery to introduce themselves to children who are moving up. This means children have a familiar adult when the time comes for them to enter school. The support the nursery offers children during transition, such as visits to the school, is highlighted by parents as a strong aspect of the provision. Detailed assessments ensure information shared about children's learning is accurate and precise. Strong partnerships also mean the nursery can continue to give high levels of support to children who attend the out of school club, in their continuing progress towards the early learning goals.

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

The nursery has an 'open door' policy where parents who have children entering the nursery can visit as often as they wish, to help their children prepare for the move. Parents feel welcome because they are made to feel included. They comment that practitioners 'always put the children first, but a real strength is that they support you as a family'. Short settling-in sessions help to smooth transition, providing some continuity in their care. A robust key person system ensures children develop very secure attachments early in their care and receive consistently high levels of support at all times. Children in the nursery demonstrate that they are very happy and settled. They are self-assured around visitors and they demonstrate their confidence by independently accessing resources, chatting freely and sharing their learning experiences. The support children receive to prepare them for transition into school is very good. Many of the nursery routines, such as children serving themselves at mealtimes, are planned to reflect the routines they will experience in school. As a result, children are well prepared when the time comes for them to enter the school setting.

Children are learning to tolerate each other's differences and this is demonstrated through the strong peer relationships they are developing both with staff and each other. The nursery embraces children from a variety of different cultures. They develop their

understanding of equality and diversity through every day discussions and a variety of resources and activities. For example, games on interactive equipment, stories and small world toys. Through effective teaching children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school.

Children enjoy outdoor play in all weathers. They are free to access the well-equipped outdoor area whenever they wish. This means they develop physical skills, while learning how exercise supports their overall health and well-being. For example, they use balls for throwing or catching, and low-level equipment for jumping and balancing. A varied selection of resources, such as painting activities, mud, water and sand play, ensure all children are able to participate to the best of their ability. Children's safety is given high priority without restricting their independent exploration because practitioners are vigilant at all times ensuring children are well supervised and kept safe. Children are encouraged to risk assess for themselves and are developing a very good understanding of how to keep themselves safe. For example, they develop spatial awareness when using ride on toys, and learn how to build obstacle courses so they can use them safely. During role play children make cups of tea and warn "be careful, it's hot".

Practitioners are very good role models, prompting children to say 'please' and 'thank you'. Through everyday routines and group activities, children are learning to negotiate, share and help each other. As a result, they are beginning to develop very strong peer relationships, demonstrating behaviour that is kind and considerate. Clear, simple explanations, appropriate to their stage of development, support a growing understanding of right and wrong. The occasional incidents of unwanted behaviour are managed well by patient, understanding practitioners.

Children enjoy a wide variety of healthy snacks. Their food preferences and any dietary needs are taken account of. They enjoy healthy meals provided by the nursery cook. Menus are shared with parents and they express how they are given ideas to help with their children's eating at home. The nursery has a cafe style dining area where even the youngest children can carry their own tray, serve themselves and pour their own drinks. Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move on to school.

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

This inspection was brought forward due to concerns raised over various aspects of the operation of the setting. The management team has taken action in response to a warning letter issued by Ofsted and notices to improve by reviewing the safeguarding policy to ensure procedures for reporting reflect guidelines issued by the Local Safeguarding Children Board. All practitioners have attended safeguarding training to improve their knowledge of how to keep children safe. Procedures for reporting accidents to parents have been reviewed and shared with all practitioners to ensure all accidents are reported to parents the same day that they occur. The nursery continues to meet the legal requirements of the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The management team has a comprehensive knowledge of the

learning and development requirements. Implementation of planned learning is critically scrutinised, to ensure children's experiences offer them challenge, and help them to maintain swift progress across all areas of learning and development. Ongoing mentoring of staff is robust. Training programmes are targeted to tackle any underperformance, and improve the skills of practitioners who are already knowledgeable. The manager and nursery owner are excellent role models. They present high quality teaching and give practitioners guidance to promote their ongoing professional development. Practitioners are encouraged to be reflective in their practice, evaluating the educational programmes they provide. This means children benefit from high quality learning experiences.

The management team are fully committed to driving improvement and raising the standards of the nursery provision, demonstrated by a rigorous monitoring process that facilitates an accurate assessment of strengths and weaknesses. Through regular meetings and support from local authority advisors, development plans are devised that show a detailed record of areas identified for improvement, and action taken to address them. For example, the outdoor area has been improved to promote children's physical development. To ensure high standards are maintained, all users of the nursery, practitioners and schools, are actively involved in the evaluation of the provision, and their views taken into account.

Practitioners in the nursery have a thorough knowledge of child protection issues and children's safety is given high priority. Practitioners demonstrate a good understanding of their responsibilities for ensuring children are kept safe at all times. Robust recruitment procedures are in place to ensure that practitioners are suitable to work with children. Entry to the nursery is by a buzzer and security measures are strictly adhered to. Detailed records of visitors are maintained. A register of children's attendance, including when they arrive and leave, is in place. The manager supports parents' understanding of the nursery's practice by providing them with copies of the policies and procedures so they are clear about the service they provide. For example, the use of mobile phones and cameras is prohibited. Daily checks ensure the environment is safe and suitable for children and detailed risk assessments are in place. All members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY459824
Local authority	Kirklees
Inspection number	934066
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	33
Name of provider	Toni Hall
Date of previous inspection	25/06/2013
Telephone number	01924 468959

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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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