

Canterbury Nursery School and Centre Children and Families

Basil Street, Bradford, West Yorkshire, BD5 9HL

Inspection date	10/11/2014
Previous inspection date	05/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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		1
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

- Highly effective settling-in arrangements ensure that children's emotional well-being is extremely well fostered. Strong partnership working with parents and/or carers and others clearly forms a key part of this.
- Staff create a very child-centred and enabling indoor environment. As a result, children develop high levels of confidence and independence and develop their own ideas.
- Children's learning is supported and extended well by staff. This is strengthened through effective arrangements for involving parents and/or carers in sharing learning at home.
- Staff implement robust safeguarding arrangements, including through integrated working with other agencies. Consequently, children's safety and welfare are assured.

It is not yet outstanding because

- Staff do not consistently make the best use of children's access to the adjoining outdoor play areas.
- Staff are not always fully successful in involving parents and/or carers with sharing more detailed information about what they know about their child's development on entry, in order to provide a more secure starting point from which to benchmark their progress.

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 and care routines in the four main playrooms and the outside learning environment.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and deputy manager and carried out a joint observation with the deputy manager.
- The inspector looked at children's records of learning, assessment records and planning documentation.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation document and local authority quality improvement support documents.
- The inspector took account of the views of parents and or/carers spoken to on the day and in completed surveys.

Inspector

Rachel Ayo

Full report

Information about the setting

Canterbury Nursery School and Centre Children and Families opened in 2004 and on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by Bradford Local Authority and is situated in purpose-built premises on the edge of the Canterbury estate in the Horton Park area of Bradford. Children are cared for in four main playrooms with access to additional sensory spaces and enclosed outdoor play areas. The nursery serves the local area and is solely accessible to two-year-old children who meet the criteria for free early education. It opens Monday to Friday, from 8.45am to 11.45am and from 12.30pm to 3.30pm, during term time only. Children attend for a variety of sessions. There are currently 84 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-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 12 members of childcare staff employed to work in the nursery, all of whom hold appropriate early years qualifications at levels 3 to 5. Staff are supported by the children's centre management team, including the deputy head who directly oversees the early years provision. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the opportunities for all children to engage in more flexible play, for example, by reviewing children's access to outdoor play areas
- strengthen the arrangements for involving parents and/or carers in children's learning, for example, by encouraging them to share more detailed and precise information about their child's development, in order to enhance the initial assessments of what children know and can do on entry.

Inspection judgements

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

Staff provide a good variety of interesting activities that engage and motivate children. These are complemented by outings to the shops, park and agricultural college, as part of topics. Staff effectively find out what children know and can do after they have settled, using mainly their own observations. However, opportunities to obtain more specific information from parents are not fully optimised, in order to contribute fully to the process. Following this, staff undertake regular observations that lead to assessments of children's learning and development. Children's next steps for learning and noted interests are discussed in weekly meetings then incorporated into planning. For example, after

observing children's interests in brushing hair, staff create an interesting hairdresser role-play area. Furthermore, staff support children experiencing significant events by creating other role-play areas, such as a hospital. Staff tailor activities to meet children's individual needs, including through linking closely with other professionals, such as the centre's special educational needs coordinator. This ensures they promote an inclusive environment. Children's progress is closely monitored and assessments show that given their starting points, children are improving consistently over a sustained period and achievement gaps are closing. As part of this, there is swift early intervention where children are identified as having special educational needs and/or disabilities.

Parents and/or carers are effectively informed about and involved in supporting children's learning at home. For example, staff undertake additional home visits during the year to share progress reports and provide home learning packs. This is particularly successful in supporting children who may be absent for significant periods of time due to specific health needs, for instance. Training workshops are held, in order to enhance the shared and consistent approach to children's care and learning. Furthermore, community events provide further opportunities for parents and/or carers to take part in fun activities with their children, such as a mathematics owl and 'bear hunt'. A session on how to download photographs has also been provided for parents, in order for them to contribute to children's records of learning.

Children are acquiring the skills and capacity to develop and learn effectively and be ready for their next stages in learning as they move on to nursery school. For example, as a result of an accessible and stimulating environment, children show good levels of interest and are eager to play, explore and engage in active learning. This is enhanced through a wide array of wonderful displays and photographs of the children taking part in different activities. This helps children to recall and reflect on their learning, which they delight in doing. However, some rooms make better use of their adjoining outdoor area, in order for children to be able to readily move between indoors and outdoors, especially those who are less able to communicate their wishes. Children have their own ideas, make links and choose ways to do things as they paint a picture or make different shapes with the dough. They express their imagination as they take part in pretend play alongside their peers in the hairdresser role-play area or make biscuits with the dough; they show good hand-and-eye coordination as they use different tools.

Adults enhance and extend children's learning through their good-quality interaction. For example, as children play in gloop, dry pasta, water and dough, staff enthusiastically join in, which enhances children's enjoyment and fun. They model how to do things and introduce a narrative and songs into children's play to help them consolidate their ideas and develop their imagination. They introduce counting and a wide range of mathematical language and encourage children to investigate and make predictions. They carefully observe children and allow them to try to do things for themselves before stepping in to help them achieve what they set out to do. Consequently, children's frustration is minimised and they learn to persevere and develop a positive approach to 'having a go'. There is a strong emphasis on supporting children's communication and language, and parents and/or carers are very much involved in this. For example, they take part in a rhyme challenge scheme and are given examples of songs they can sing at home. They are also provided with a new book each month, to build up a library at home. Staff model

good language and use basic sign language to support the communication of children with special educational needs and/or disabilities. Furthermore, they use English alongside words in children's home language, in conjunction with gestures. This further supports children who speak English as an additional language through linking words to actions. As a result of an environment rich in print, children's early skills in reading and writing are fostered well. This is enhanced through children self-registering on arrival as part of the daily routine.

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

All children are exceptionally well settled and happy because staff are highly skilled and sensitive in helping them to form secure emotional attachments with them. This is achieved through superb arrangements for supporting children's move from home into a new setting. This includes the use of comprehensive 'Transition' checklists and outstanding partnership working with external professionals and those working within the children's centre. Even before children start at the nursery, families attend stay and play sessions, in order for them to develop and build on their confidence. Home visits are carried out by each child's allocated key person prior to settling-in visits, which are precisely tailored to each child. Staff complete an initial observation of the home visit and gather extensive information to meet children's individual needs. Such outstanding information sharing undoubtedly enables staff to gain an in-depth knowledge of each child and their family background and deliver extremely personalised care. Furthermore, photographs of other staff in the nursery room are shared and photographs are taken of children and family members, wherever possible. These are then used to create displays, photograph booklets and individually labelled coat pegs. Consequently, this fosters children's sense of belonging and shows that staff recognise and celebrate each child's uniqueness. There are first-class arrangements for ensuring inclusion and overcoming communication barriers where families speak English as an additional language. For example, interpreters accompany staff on home visits where necessary and documents are translated. Children's continued sense of security is superbly ensured through consistent routines and effective arrangements for ensuring a seamless move for children to the on-site nursery school.

Staff place a superb emphasis on children's personal, social and emotional development, in order to create a strong foundation for their future learning. Given their age and stage of development, children's behaviour is exceptional as they play alongside others, developing cooperative skills and learning to manage their feelings and behaviour in appropriate ways. For example, staff provide sensitive explanations where very minor incidents of unwanted behaviour occur, such as snatching. They spontaneously reinforce children's understanding of behavioural expectations in a positive way by highlighting how well children are sharing, for instance. Staff minimise any frustration by ensuring that children are engaged and well occupied. Children develop a very good understanding of their own unique qualities and characteristics while learning to appreciate those of others. For example, they observe many positive images of diversity and celebrate special events together. As a result of a stimulating and accessible environment that is extensively resourced with toys and purposefully designed child-sized equipment, children's independence is superbly fostered. They are actively encouraged to learn new self-care tasks, such as putting on their coats to play outside. For example, staff encourage them to

put their hood on their head first, before placing their arms in the sleeves. Children delight in the wonderful praise and encouragement they frequently receive for their efforts and achievements. Consequently, children develop high levels of self-esteem and confidence. Furthermore, adults act as excellent role models as they encourage children to tidy up, using songs and demonstrate where things go.

Children are developing an excellent understanding of how to manage risks and challenges relative to their age. For example, they have ample opportunities to practise their developing physical skills and learn about taking managed risks under the close supervision of adults. They carefully use balancing equipment in the garden and are reminded to be mindful of their peers when kicking the football. While mopping up during enthusiastic water play, staff explain to children that this is to prevent them from slipping. This reinforces their understanding of other safe practices. Furthermore, prior to the recent Bonfire Night community event, staff spoke with children about associated dangers and how to stay safe. Children engage in consistent hand washing routines, such as before snack time. They are provided with healthy snacks, such as fruit and dairy products, and have ready access to a water dispenser. Consequently, children effectively learn about positive practices that contribute to healthy lifestyles. This is enhanced as children benefit from ample fresh air and exercise, through daily access to the outdoor play areas.

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

The provider fulfils their responsibilities in meeting the safeguarding and welfare and learning and development requirements. Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, the provider has improved their knowledge and understanding of the Early Years Foundation Stage and implemented effective changes. As part of this, a new management structure is in place and individuals' responsibilities are now clearly designated and overseen. There are now robust safeguarding arrangements in place. The ongoing suitability of staff is monitored regularly and staff have had further training in child protection. They can identify possible signs of abuse and neglect and maintain clear records of any concerns. Staff are aware of both internal and external reporting procedures. These are clearly displayed in each room and include photographs of nominated safeguarding officers, and all rooms have a designated safeguarding file. Consequently, concerns can be passed on promptly to protect children. Observation, assessment and planning are much improved, as is the quality of teaching. As part of this, there is now regular monitoring of staff practice and the progress of individual children or particular groups of children. As a result, all children's learning and development is supported well and achievement gaps are closing. As children move between rooms or to the maintained nursery school, sited within the centre, there is now effective information sharing with parents, other professionals and children's new key person. Consequently, this improved shared and consistent approach to children's care fosters their sense of security.

Vehicle access to the grounds and access to the building where the nursery is sited is closely monitored, in order to prevent unauthorised entry, and hazards are identified and

minimised indoors and outdoors. This further enhances children's welfare. Furthermore, there is close supervision of staff to safeguard children, such as nappy changing areas being within sight and hearing. There is robust recruitment, vetting and induction of new employees, to ensure that children are protected and cared for by qualified staff who are clear about their roles and responsibilities.

The success of the improvements made is clearly attributed to the now well developed and successful self-evaluation, which all tiers of the staff team take part in. This includes visits to other settings, linking with the teacher team and setting quality criteria for teaching and learning. This forms part of the whole children's centre action plan. Furthermore, the provider takes part in their local authority quality assurance scheme. Although there have been variations in the staff team's quality of teaching, effective processes have been put in place to address these inconsistencies and provide ongoing support, coaching and mentoring of staff. For example, room leaders and management undertake observations of staff and these inform regular supervisions. Furthermore, staff are encouraged to evaluate their own practice through video reflection. There is a key focus on staff training; delivered both externally and in-house. This reflects the strong commitment to sustaining improvements and clearly targeting areas for future development. This contributes well to children's continued achievements. Staff's extended knowledge of early years practice has a positive impact on children's learning. For example, after training on 'schematic play', staff are better able to identify any repeatable patterns of behaviour children may display and plan to support these.

Parents and/or carers are effectively informed about the nursery provision, both during initial home visits and subsequent to this. Consequently, they are able to make an informed decision about their child's care and education. Staff offer a warm and friendly greeting as families arrive, with bilingual staff doing so in their home language. There is a wide array of displayed information and annotated photographs, including photographs of each key person group. Regular newsletters are issued to parents and/or carers, for instance, to introduce new initiatives or to inform them about forthcoming events. The views of parents and/or carers are clearly valued as they are actively involved in sharing these. For example, they are invited to take part in an evaluation day, during which translator support is provided to ensure inclusion. Suggestions from a weekly parent group are fed into the governing body and questionnaires are issued, in order to help inform and develop the service. These reflect extreme satisfaction with the service provided, as do the verbal comments from parents and/or carers. Staff work extremely closely with other agencies and professionals, in order to ensure an integrated approach to supporting each child and their family.

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. 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

Unique reference number	EY279131
Local authority	Bradford
Inspection number	984712
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	84
Name of provider	Canterbury Children's Centre & Nursery School Governing Body
Date of previous inspection	05/06/2014
Telephone number	01274 574539

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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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