

# The Light of The World Community Centre

Gaythorne Road, West Bowling, Bradford, West Yorkshire, BD5 8AY



## Inspection date

8 January 2016

Previous inspection date

20 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The aspirational leadership team motivates all staff to share their high expectations and caring values.
- The management team proactively acknowledge the cultural and ethnic diversity of the local community. The strong, welcoming, highly inclusive ethos of the nursery ensures equality, diversity, respect and tolerance are actively promoted throughout daily practice.
- Staff are skilled in promoting communication and language and extending children's thinking through sensitive, responsive interaction. They listen perceptively to children, model new vocabulary and use thoughtful, developmentally appropriate questioning.
- Staff throughout the nursery and out-of-school club act as excellent role models and expertly follow consistent strategies to successfully promote positive behaviour.
- Children consistently demonstrate the characteristics of effective learning. They are engrossed in exploring, experimenting, creating, pretending, persisting and developing their own ideas.

### It is not yet outstanding because:

- Although good planning is in place for children's individual next steps in learning and small-group work, the developmental needs and interests of all children are not always fully reflected in theme-related planning.
- A wide range of information is gathered from parents on entry to nursery, but the information about children's development and achievement is not detailed enough to fully inform initial assessments.

## What the setting needs to do to improve further

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

- develop the good planning system already in place to ensure every aspect of planning consistently meets the developmental needs and interests of all children
- gather more-detailed information from parents about their children's development and achievements to inform initial assessments as soon as they join the nursery.

### Inspection activities

- The inspector undertook a tour of the premises.
- The inspector spoke to members of staff, parents and children.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the senior nursery officer.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector held a meeting with the nursery manager.

### Inspector

Mary Lewis

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A comprehensive, well-organised range of policies, procedures and risk assessments is in place. Staff have a very good understanding of their roles and responsibilities in keeping children safe from harm. Accurate self-evaluation and the reflective practice of staff ensure effective improvements are continually made to improve the quality of provision and practice. The manager has developed a highly effective monitoring system, which quickly identifies children at risk of delay. Targeted interventions are meticulously planned and staff seek outside support when appropriate, so that any gaps in achievement are quickly reduced. The management team places a high priority on monitoring practice. Staff are provided with a very good level of personalised support and professional development, which help to ensure teaching is consistently good.

### Quality of teaching, learning and assessment is good

Staff make regular and precise assessments of children's progress which are used effectively to plan individual next steps in learning. These are shared regularly with parents. Staff are developing further, the variety of ways already used to engage parents in their children's learning. This will include encouraging parents to borrow books and thoughtfully produced play packs from the nursery library. Literacy and mathematics are taught well through daily routines, self-chosen play and planned activities. For example, children count out how many bowls are needed at lunchtime, talk about shapes as they draw, and eagerly count collections of bear figures in a small-group activity. Animated staff support children to enthusiastically join in with sharing books and singing action songs and rhymes.

### Personal development, behaviour and welfare are good

Staff provide a warm, welcoming, stimulating environment. An inviting range of resources is provided inside and outside. These are thoughtfully arranged to offer children opportunities to make independent choices about their play and learning. Staff sensitively support children to develop independent self-care skills, for example, when putting on all-in-one suits to enable them to play outside in the rain. Children form strong bonds with their key person. This helps them to feel safe and secure and develop high levels of self-confidence and self-esteem. Home-cooked nourishing meals are provided and staff support children to understand the benefits of healthy eating. For example, a member of staff animatedly explains at snack time, that milk is good for your tummy and bones. Thoughtful procedures to help children settle into nursery, move between rooms and into school support children to be emotionally ready for the next stage in their learning.

### Outcomes for children are good

All children are making good progress from their starting points, including those who speak English as an additional language, disabled children and those who have special educational needs. Most are working within or above the typical range of development for their age. Any gaps in learning are closing rapidly. All children are acquiring the key skills needed for their future learning and for school.

## Setting details

<b>Unique reference number</b>	EY387721
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1027925
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 13
<b>Total number of places</b>	72
<b>Number of children on roll</b>	41
<b>Name of provider</b>	The Light of The World Community Centre
<b>Date of previous inspection</b>	20 December 2012
<b>Telephone number</b>	01274 730640

The Light of the World Community Centre was registered in 2009. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a qualification at level 4, five hold qualifications at level 3 and one is an apprentice. The nursery opens from Monday to Friday all year round except for public holidays. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who speak English as an additional language, disabled children and those with special educational needs.

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