

Bradley Bar Private Day Nursery Limited

371 Bradley Road, HUDDERSFIELD, HD2 1PR

Inspection date	23/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Practitioners capture children's interests and imaginations so they become fully engaged in their learning. As a result, children are keen and enthusiastic learners.
- Practitioners undertake good quality observations and assessments which clearly identify the next steps in children's learning. Consequently, children continually make good progress in their learning and development.
- Children thrive in the welcoming, nurturing environment provided by practitioners and strong attachment relationships enable them to feel secure, confident and prepared for their next stage in learning.
- Partnership with parents and other professionals are positive and make a good contribution to meeting every child's individual needs.

It is not yet outstanding because

- Practitioners occasionally miss opportunities to further enhance younger children's communication and language development through skilled age-appropriate questioning.
- Children within the younger age groups have fewer outdoor opportunities to experience the natural world.

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 observed activities in all playrooms and in the outside areas.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments, and the setting's self-evaluation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke with the manager, children and practitioners at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sadie Corbett

Full report

Information about the setting

Bradley Bar Private Day Nursery has been owned by the current owner since April 2000, the setting became a limited company in 2014 with no change to ownership. The setting is registered on the Early Years Register. It is situated in Huddersfield, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from two floors of a three storey property. There are two secure areas available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 14 hold qualifications at level 3 or above, including two with level 4, and three with level 6 qualifications. The owner also has Early Years Professional status. The nursery opens Monday to Friday, all year round, except for bank holidays and Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 74 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- strengthen practitioners understanding of the importance of early communication skills to enable them to foster high quality language development throughout all activities
- enhance the outdoor learning environment for the younger children to include more opportunities to explore the natural world.

Inspection judgements

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

Practitioners have a very good understanding of the Early Years Foundation Stage and use their knowledge to skilfully plan activities that are purposeful, and developmentally appropriate, to promote children's learning. They collect valuable information about children's interests, likes and dislikes from parents during the settling-in period and use this information alongside their own initial observations to plan a broad range of adult-led and child-initiated activities. As a result, children are motivated to learn through play. Practitioners observe children regularly and carry out consistent assessments, including the progress check for children between the age of two and three years. Therefore, each child's development is monitored, to ensure they are making good progress towards the

early learning goals. Identified gaps or strengths in children's development are recognised and acknowledged in key group planning for individual needs. The older children are being prepared for their move on to their next stage in learning by working in small adult-led groups, on a focused activity. For example, the children look at the letter of the week, H and sounding it out phonetically.

Skilled practitioners engage and enthuse children's imagination. For example, children are given the opportunity to build a den outdoors, and actively get involved in collecting the materials they require for the task. Children's critical thinking skills are encouraged as practitioners pose questions such as 'how do we build the walls?', and 'how are we going to put a roof on?' Mathematical problem solving is used as children work out how many bricks they need and whether certain shapes will fit in the gaps. Children enjoy the opportunity of taking a family of soft toys to their house to spend the weekend with them, and then sharing their experiences with their friends. Children listened intently about the adventures that individual children have had when this is read out from the book they complete with their parents. This shared approach to children's learning and development successfully contributes to the good progress children make and demonstrates a continuity of learning between the nursery and home. Children enjoy stories from their favourite books and love singing songs with practitioners and their friends, which helps to promote their early literacy skills. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning and their move onto school.

Good quality questioning is generally evident and used to extend children's communication and language skills. However, not all practitioners working with the younger children are consistent in this area, and on occasions, there are missed opportunities to extend children's early communication experiences by not repeating or reiterating simple words or questions. For example, while playing with the bubbles, not all practitioners actively asked questions or reiterated what was happening to the bubbles. The nursery is well resourced which enables children to freely access equipment and add to the continuous provision which is always available. Children are able to fully access resources within the rooms, which are age appropriate, of good quality and plentiful. Resources are displayed attractively to gain children's interest and to encourage them to explore and extend their learning further. Children enjoy daily fresh air in the two secure outdoor environments, which have many learning opportunities to extend areas of development. For the children over two-years-old the outdoor area has planting areas, a willow walk way and fixed climbing equipment to enable children to extend and challenge their physical development. The younger children are able to access their outdoor area easily from their room, and develop their emerging physical skills on small wheeled toys, tyres and a slide. However, the outdoor experience for the younger children does not fully enable them to experience the natural world, so there is scope to enhance this further.

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

The nursery's settling-in procedures make the move between home and nursery a positive experience. For example, practitioners use All about me information to find out children's interest, likes and dislikes, in order to plan appropriately for their transition. Children's well-being is enthusiastically supported through a key-person system that is well-

embedded across the whole of the nursery, ensuring every child's care is tailored to their individual needs. Practitioners greet children and welcome them into the setting, which helps them to feel cared for. A nurturing environment is created in which children are fully supported by consistent routines. Practitioners work closely with the child and their parents to build effective close relationships. Therefore, the move between home and the nursery is supported well and children form strong emotional bonds with their key person, and other members of the team. Due to this consistent practice children's emotional well-being is secure and they adapt quickly to the nursery environment and daily routines. As a result, children are happy to attend, form new friendships and confidently separate from their parents on arrival.

Children's behaviour is good as practitioners share consistent expectations and are good role models themselves. Children enthusiastically take on responsibility, such as helping to tidy away toys before lunchtime. This is because practitioners regularly praise their efforts, which promotes their self-esteem and self-confidence. Meal times are sociable occasions and everyday tasks reflect those children will experience in school and support their growing independence. For example, children work cooperatively together while each child self-selects and serves their own meal. Practitioners are present to support with these tasks and sit with the children at the lunch tables, which further promotes children's social skills. Children are able to pour their own drinks without support if they are able, which further supports their self-care and independence.

Children learn about keeping safe as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency. Practitioners involve them in assessing the risk associated to them with the play equipment in the garden. For example, asking them to consider whether they are they able to come down the fireman's pole without assistance. They understand how to keep safe indoors as practitioners reinforce safe practices, such as transporting resources around the environment safely, and sweeping up any sand to prevent slipping. Practitioners successfully encourage children to look after themselves. For example, children have access to tissues to wipe their noses, learn to put their rubbish in the bin and independently wash their hands, as practitioners encourage washing away the germs, which promotes their emerging understanding of healthy lifestyles.

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

The provider fully understands and fulfils their role and responsibility to meet the requirements of the Statutory framework of the Early Years Foundation Stage. All policies and procedures are appropriately kept and the nursery has an effective system in place for reviewing each one. They provide a comprehensive parents pack for new parents to take home, so that they are aware of the policies and procedures of the nursery. Practitioners have a good understanding of how to respond to a safeguarding concern, or an allegation being made against a member of staff. Therefore, children are effectively protected while in their care. All staff attend relevant safeguarding training and the officer in charge is the designated safeguarding person. The provider ensures all staff working directly with children hold appropriate qualifications and there is good evidence of effective vetting and

recruitment procedures that ensures all practitioners employed are suitable to work with children. Clear procedures are in place to minimise risks and hazards within the environment. For example, comprehensive risk assessments are conducted on all areas used by children.

The provider has a good understanding of her role in monitoring the delivery of the educational programme. She is well supported by her officer in charge to maintain an overview of the quality of teaching and learning provided. Effective systems are in place to monitor progress for each individual child attending. This ensures children's strengths and weaknesses are quickly identified and intervention is received at the earliest possible stage. Support for children with special educational needs and/or disabilities is well supported by practitioners. This contributes significantly to children meeting their full potential. The provider monitors practitioners' performance through supervision, an annual appraisal system, team meetings and training days. As a result, practitioners feel well supported in their professional development and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through attending training courses. For example, the provider has introduced peer observations and carries out supervisions to identify and discuss practitioners professional development needs. As a result, there are more opportunities for regular reflection of practice that has a positive effect on the outcomes for children.

Good positive relationships are built with parents to ensure they are involved in their children's learning from the start. Parents' evenings are carried out annually and parents are invited to view their child's learning journal at any time and to have regular discussions with the child's key person. Parents are provided with opportunities to pass on any comments about their child's development at home and most use the informal conversations that they have with practitioners daily to do this. A parent's forum is also now established which enables the nursery to share policies, procedures and future plans. This also forms an excellent basis to gain parents' views on the provision. Parents speak very highly of all practitioners describing them as 'lovely and welcoming'. The nursery has also established good links with external providers, such as the local primary school. Staff work closely with external providers to provide, for example, additional support and continuity for the funded two-year-old children.

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	EY473998
Local authority	Kirklees
Inspection number	968229
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	74
Name of provider	Bradley Bar Private Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01484429202

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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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