

Russell Street Private Day Nursery

3 Russell Street, BRADFORD, West Yorkshire, BD5 0JB

Inspection date	22/04/2014
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

- Staff know children very well and use observations and assessments to plan a wide range of activities to meet their needs. As a result, children are engaged and enthusiastic learners.
- The manager and staff develop good relationships with all parents. Consequently, children's well-being is supported and they are well prepared for their move to school.
- Staff provide a safe, secure environment for children and have a good knowledge of procedures. Consequently, children are effectively safeguarded, secure and settled.
- The manager is dedicated to driving practice forward, regularly monitoring staff performance, planning and assessment. As a result, children's learning and welfare are well supported.

It is not yet outstanding because

- Partnership with other providers is not yet robust enough to ensure that comprehensive information is exchanged to support the learning of children attending more than one setting, in order to plan for children's exceptional learning.
- Children are not always given time to meet their own self-care needs without assistance. As a result, their independence is not fully supported.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom for two- to five-year-olds and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and registered person and spoke to staff throughout the inspection as appropriate.
- The inspector looked at a sample of children's record and assessment files and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and a sample of policies and procedures.

Inspector

Sue Ball

Full report

Information about the setting

Russell Street Private Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Little Horton area of Bradford and is managed by a private company. The nursery serves the local area and beyond and is accessible to all children. It operates from a detached building and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens Monday to Friday all year round, excluding Christmas week. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 49 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance links with other providers to ensure comprehensive information is shared to support the learning of children attending both settings
- extend opportunities for children to meet their own self-care needs by promoting a consistent approach to supporting children's independence, for example, at snack and meal times and putting on outside clothing.

Inspection judgements

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

Staff have a sound knowledge of how children learn and develop. As a result, they plan activities which support children to become active learners who are willing to have a go and problem solve. Through the use of thorough observations and tracking, they know children very well and use this use this knowledge to plan a range of activities across all seven areas of learning to support children's needs. Therefore, children are engaged and motivated learners. Staff encourage parents to share information with them, both when children start at the nursery and throughout their time at the setting. This means staff are aware of children's likes, dislikes and routines and are able meet their needs from the beginning. Effective monitoring is used to identify any gaps in children's learning and to ensure they are demonstrating typical development for their age. As a result, children needing extra support are quickly identified and strategies put in place to address their individual needs. For example, staff are particularly adept at supporting the needs of children with English as an additional language, and rapid progress is made within a short time of joining the nursery.

Children arriving at nursery settle quickly and select resources for themselves. The well-resourced and organised environment enables them to direct their own learning and means they are motivated and engaged learners. Staff support children's learning through both group and individual activities. Mathematical development is supported by numerous displays and utilising opportunities throughout the day, for instance, children count how many are present for snack. An activity to identify shapes is adapted so that younger children are able to participate, by carefully choosing resources to match the age and ability of the child. Children excitedly identify shapes, then extend the activity by counting the sides of each shape. This enables children to extend their mathematical knowledge further. Older children work with an adult to identify number symbols and are challenged by symbols being combined to make larger numbers. In this way they are supported to problem solve and ask 'what if?' Language development is reinforced with repetition and modelling, and staff are careful to praise and support children with English as an additional language. Children are encouraged to speak instead of pointing and given a choice of words to copy; for example, they are asked if they want milk or water. As a result, children are happy and confident to attempt new vocabulary and staff are careful to praise appropriately to further support self-esteem. A wide range of dual-language books in a variety of languages are available for children to share at nursery and to take home and share with parents.

Children enjoy role play with a range of resources as they iron in the role play area, where a member of staff engages them in conversation about temperature and safety. Children are therefore able to develop imagination while learning about the world they live in. Younger children enjoy exploring the properties of dried pasta and spend extended periods pouring and scooping. This enables them to develop their physical skills while encouraging development in expressive art and design as they explore the different textures. Children's literacy development is supported with opportunities to look at books with adults and friends or alone. They enthusiastically join in with repeated refrains in books and are later seen re-telling the story by themselves, having remembered much of the content. Older children sing a rhyming song with the letters of the alphabet and are adept at identifying letters and the sounds they make. Younger children are seen making marks in the sand and experimenting. In this way, children are well prepared for their eventual move to school.

Parents are encouraged to become involved in children's learning at every opportunity. They regularly view children's files and make contributions to them. Key persons talk with parents daily, and parents are given a written summary of what children have been doing. Parents report that they are very happy with the information they receive and the progress their children are making. Parents who speak English as an additional language are particularly appreciative of support given both to them and their children. These positive relationships contribute to support for children's overall development.

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

A highly effective and firmly embedded key person system ensures children form secure attachments and a base from which to learn and develop their personal, social and

emotional skills. As they are relaxed and comfortable, they are happy to engage in play and learning. Children separate easily from carers and greet staff with delight in the morning, eagerly sharing news from home. Key persons have an excellent knowledge of the children and their families, and as a result, are able to effectively meet their care and educational needs. Children who are upset or hurt willingly go to key persons for a cuddle or comfort and are quickly reassured, illustrating the strength of relationships formed. On transition from one room to the next, children are accompanied by key persons for settling-in sessions, which are tailored to individual children's needs. In this way, children's emotional well-being is supported and they learn to manage change. Staff are good role models for children and consistently reinforce expectations for behaviour. As a result, children are well behaved. For example, staff explain why children should not throw sand and children willingly cooperate with them. This also helps them to learn about playing safely. Children play harmoniously together and share toys and equipment, and when disputes occur staff step in to support children to find a solution and work together. Consequently, children form close relationships with both adults and other children and are confident and self-motivated because they feel supported.

Children's ages and stages of development are effectively supported by an environment which is well organised and resourced. The baby room has ample space for children to toddle and walk, giving good opportunities for development of physical skills. The room is warm and welcoming with space for children to rest and be quiet. Resources are accessible for children to select and explore at will. The playroom is organised into areas designed to support different areas of learning, which encourages children to select and use resources. As a result, they are supported to control their own learning, plan and experiment and become independent learners. Colourful and bright displays show children's work, fostering their self-esteem and sense of pride. Displays of print promote literacy and support mathematical development. The large outside area enables children to experiment with a variety of ways of moving. A small number of open-ended resources are available to support children's creativity and problem solving.

Staff take opportunities to support children to develop a good understanding of health issues and the need for exercise. Children wash their hands at appropriate times without prompting. At snack and meal times staff engage children in conversations about healthy eating and the need to drink water. Children show a good awareness of health issues, for example, a child explains because she has a cough she must put her hand in front of her mouth to prevent the germs spreading. Children get plenty of fresh air and exercise as staff support them to access the outside area regularly, whatever the weather. As a result, children learn how to keep themselves healthy and develop an awareness of the need for exercise. Older children are generally encouraged to be independent and manage their own needs, for example, taking themselves to the toilet, washing their hands and putting on coats. However, sometimes opportunities are missed to further develop their independence; for example, by encouraging children to pour their milk or giving them sufficient time or support to try to do up zips on coats before doing it for them.

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

Children are safeguarded very well. All staff have a comprehensive knowledge of safeguarding issues and what action to take if they have a concern about a child in their care. Information about safeguarding is available to parents, both as part of a parents' induction pack and displayed within the nursery. Staff are trained in safeguarding procedures, both on induction and via external courses, and this is reinforced periodically within the nursery. Policies exist with regard to the use of mobile phones and cameras, and staff are familiar with and abide by these. Accidents and incidents are effectively recorded and notified as appropriate. The nursery employs an external firm to advise on recruitment and assessment and other personnel matters. A comprehensive recruitment and selection policy is in place. Any new staff are subject to a robust interview and vetting procedures. Extensive supervision and performance management by the management team ensure that all staff are aware of what is expected of them and have the necessary knowledge and skills to fulfil their roles. As a result, staff are skilled in supporting the care and educational needs of the children. Strong safety procedures and regular checks and audits ensure that the children are kept very safe during their time in the nursery.

The registered person and the manager of the nursery demonstrate a sound knowledge of requirements of the Early Years Foundation Stage. They are both committed to providing a high quality of care and education for all children and are well aware of the strengths and areas for development of the nursery. Both spend time in the nursery rooms, and as a consequence, are skilled at supporting staff with their practice, and reflecting on and evaluating the provision. Staff are able to input into self-evaluation systems, and views are sought from parents and children. As a result, children benefit from practices which are constantly developed and improved. A robust system of staff monitoring and supervision ensures that all staff are supported to aim for the highest possible outcomes for all children. There is a low staff turnover, and as a consequence, children benefit from consistency of care and emotional security. Children's safety and well-being are afforded the highest priority, and both the registered person and the manager have a robust understanding of child development and children's needs, ensuring the best learning outcomes for children.

Partnership with parents is very strong. Staff work hard to build positive relationships and have an excellent rapport with parents from when children start at nursery. Parents are supplied with a comprehensive induction pack and on the day of inspection were without exception highly complimentary about all aspects of the nursery. They were particularly appreciative of the information they were given about the progress of children, the warm and welcoming environment and the friendliness of staff. As a result, these effective relationships make a very strong contribution to meeting individual children's needs. Efforts have been made to build links with additional settings currently attended by children. However, there is scope to strengthen communication links with providers in order to support continuity in children's learning. Staff liaise with the local schools and invite them to visit children and send pictures and information, to ease the transition to school. Good links exist with outside agencies, and staff have previously worked in close partnership to support children with special educational needs and/or disabilities. Support given for children with English as an additional language is a particular strength of the nursery, with children making good progress in short periods of time.

The Childcare Register

The requirements for the compulsory 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY439425
Local authority	Bradford
Inspection number	802148
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	49
Name of provider	Russell Street Private Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01274734365

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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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