

Little Miracles Day Nursery

1 Northside Road, Bradford, BD7 2AY

Inspection date

Previous inspection date

01/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children make good progress as they happily engage in purposeful learning experiences delivered through inside and outside play. Planned activities take into account children's steps for learning, building on their prior skills and knowledge.
- Partnerships with parents, other agencies and local schools are good. This ensures children receive appropriate help and they are well supported in their transitions within the nursery and onto other settings, including school.
- Leadership and management are good. The staff team work effectively together to ensure that the children receive a good quality early years education.
- Children are safe in the setting due to the robust approach taken by the team towards safeguarding. This means that all aspects of children's well-being is promoted well.

It is not yet outstanding because

- Staff sometimes miss opportunities to promote children's independence and self-help skills, such as during snack and mealtimes.
- The use of natural materials in the outdoor area is not optimised to help the youngest children's social, language and physical development through imaginative play.

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 main playrooms and the outside learning environment.
- The inspector carried out a joint observation of group work with the nursery manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children when appropriate during the inspection.
- The inspector checked evidence of staff suitability, deployment of staff and checked child to adult ratios throughout the setting.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, along with arrangements for safeguarding and risk assessment.

Inspector

Amanda Forrest

Full report

Information about the setting

Little Miracles Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated on two floors in a detached building in Lidgett Green, Bradford, West Yorkshire. The nursery operates from three playrooms and there is an enclosed outdoor play area. The nursery is open Monday to Friday from 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The nursery employs 11 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 and above, including the manager who holds a qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maximise the opportunities to promote children's independence and self-care skills further, such as during snack and mealtimes
- explore ways to enable the younger children to make broader choices of activities in the outdoor area, including extending the use of natural materials to help develop children's social, language and physical development through imaginative play.

Inspection judgements

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

The nursery ensures that children are able to access a wide range of purposeful and exciting resources. A good selection of resources are provided, which allow young children to learn through their senses and explore objects using their hands and mouths. Staff in the nursery create a welcoming and nurturing environment, as a result children enjoy their time in the nursery and they are supported to make good progress towards the early learning goals. They are enthusiastic and motivated in the care and learning that they provide for the children. This encourages children to have fun, develop positive relationships and make progress. Children relate well to their playmates and the staff. They confidently try the activities on offer. Children enjoy free play as they move between the resources and activities with staff support to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know well. The key person works with children in small groups, reading stories to them as they sit together on the floor. Children join in with pleasure as they make animal noises as part of the story and are asked to predict

what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for their next stage, such as starting school.

The manager and staff have a good understanding of the Early Years Foundation Stage. Children who are in the early years age group are allocated a key person. They are responsible for carrying out observations of children within the early years age range and working with parents. This means children's next steps for future learning are consistently identified and tracking documents are in place. Files are shared with parents through discussion and parents' meetings. During these times, information about their child's progress and what can be done at home is shared. As a result, parents are involved in their child's learning. Due to the nursery recently opening, they have just begun to undertake the progress check for children at age two. Nevertheless, children who need extra assistance in their learning and development are well supported and early intervention is effective. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning and close links with outside agencies further supports their development. Overall, children are well equipped with the confidence, knowledge and skills necessary for their future learning. Links have been made with the local school to prepare for transitions for some of the children.

Sand and water play are continuously available for all the children. Babies can access a sand tray that they are able to climb into and explore with their whole bodies and use the tools provided. This allows children to make marks and enjoy transferring sand from containers. For older children, staff introduce numbers and mathematical concepts, such as 'full', 'empty', 'more' and number recognition, in their sand and water play. Staff encourage children to use numbers in all areas of play to extend their knowledge of quantity and build their understanding of adding and subtracting. For example, a member of staff asks a child to count three cushions for circle time, giving the child only two and then asking 'How many more do you need?' Children are learning to recognise numbers, make comparison between quantities, extending their knowledge within mathematics. Activities that are provided are purposeful with good levels of challenge across all ages and areas of learning. Children enjoy exploring resources set out for them and demonstrate they are active learners. Their learning is extended through mini-themes or interests each month, such as Spring. These are shared with parents, who comment on their child's interests at home. This supports children fully and engages them to learn. Babies show that they are curious to explore their surroundings and demonstrate the characteristic of effective learning. For example, they enjoy taking part in a wide range of sensory play activities, such as exploring marks with their hands, they beam happily at attentive staff. Babies also enjoy the many opportunities given to try out their growing confidence in physical skills, such as standing and walking and they are supported through the use of low-level tables, cupboards and chairs. However, these good opportunities are not fully reflected in the outdoor area. There are not as many opportunities for the babies to explore natural materials and the environment to fully support their social, language and physical development through imaginative play.

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

Staff liaise very effectively with parents throughout their child's learning, activities and during the settling-in period at the nursery. Parents stay with their child during this time if they prefer and they are offered a home visit before the settling-in process. The key person system works effectively, as they are interested and can confidently discuss their key child's individual needs. They develop warm bonds with the staff who are good role models. New children settle well as staff comfort them and ensure that their needs are sensitively met. This promotes young children's feelings of safety. Staff are calm and patient and demonstrate good manners to the children and to each other. The manager and policies that are in place provide the team with clear guidance regarding appropriate behaviour when working with young children. Children behave well and are proud of their creations, showing them off to the adults around them. This develops their self-esteem and builds on their sense of achievement. The manager is aware of the need to prepare for transitions to school to ensure as little disruption for each child as possible and has made links with the local schools.

Mealtimes are a relaxed and sociable occasion. Children enjoy a healthy nutritious menu, which promotes their understanding of healthy eating in their life. Staff talk about the food and children discuss their favourite meals. Their different dietary needs are well catered for. Staff sit with the children during meals, which promotes a positive social experience. However, the opportunities for children to develop their independence skills during meal and snack times are not fully maximised. Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Children know why they need to wash their hands and do this after coughing and sneezing. They gain an understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings to learn about the world. Children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Older children rapidly improve in physical ability and confidence as they use a range of outdoor equipment. They successfully extend their physical capabilities as they manoeuvre obstacles with wheeled toys and climb on a wooden structure. Children confidently approach visitors and involve them in their play, which demonstrates they feel safe and self-assured. Staff use stories and photographs to help young children learn about a range of different emotions. Photographs of children playing in the nursery and their artwork are displayed at a low level, providing them with a strong sense of belonging.

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

Leadership and management of the setting is good. Children are safeguarded very competently and cared for by staff that have been fully vetted to ensure their suitability. Staff are highly aware of their responsibilities in protecting the children within their care and have clear policies and procedures in place to support them. Staff are confident to address any concerns appropriately and promptly if required. The staff team are consistent in implementing health and safety arrangements. They complete regular risk assessments of the premises, toys and equipment to continually monitor and evaluate safety procedures. Staff deployment is good. Within the morning routine, senior staff work

between rooms to monitor children's arrival and settling in. Staff to child ratios are maintained as staff are within sight and hearing of children at all times. This means all children are safe and their needs are being met according to their age and stage of development. These good practices and procedures ensure that staff are effective in their ability to maintain children's health and safety.

The manager has a clear vision of how best to support children and families to improve the quality of care on offer, with the support of her very knowledgeable team. The manager places a strong focus on the children's learning and monitors their development very closely through regular contact within the rooms. This means that the manager has a thorough understanding of children's development and when intervention may be required to support their learning. Self-evaluation is informed through the views of staff, parents and children. It clearly indicates the aspects of the provision that the team are working on, in order to continuously improve. Staff are all qualified at level 3 or above. Staff motivation and engagement with children is high. Staff demonstrate a secure knowledge of the Early Years Foundation Stage. They know how to captivate children's interests and are skilful in their delivery of activities. This leads to the provision of high quality care and education, which helps children to make good progress in their learning and development.

Partnerships with parents and others are very strong. A wealth of good quality information is available in for parents. This includes daily diary sheets for the children in addition to face-to-face conversations, which promotes good quality, two-way communication. Notice boards are attractive, informative and well maintained. Parents' views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Parents speak highly of the staff, including their commitment to their role and understanding of their child's development. This allows parents to feel confident in their child's progression and the high quality teaching.

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	EY466913
Local authority	Bradford
Inspection number	939264
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	64
Name of provider	Short Circuits Care Club Limited
Date of previous inspection	not applicable
Telephone number	01274 906070

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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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