

# Ashfield House Day Nursery

Ashfield House, Stewart Close, BRADFORD, West Yorkshire, BD2 2EE

## Inspection date

Previous inspection date

19/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

## The quality and standards of the early years provision

### This provision is outstanding

- There are excellent monitoring processes implemented by the management and staff team. This results in a high level of support, to promote children's learning and well-being and to ensure they are kept safe from harm.
- The quality of teaching within the provision is consistently high. This ensures that children make rapid progress with their learning and development.
- The sharply focused use of assessments to inform planning children's learning is highly successful in moving children on to the next stage in their development, and supporting school readiness.
- Parents are included extremely well with how children progress within the provision. This shared approach between staff and parents successfully supports children's achievements.
- Children develop extremely positive relationships with the staff and other children. This is because the staff attend to their individual needs effectively, by including them all and cheerfully praising their achievements.

## 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 sampled a range of documentation including evaluation documents, children's records of learning, and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector spoke to several parents, and children present, taking account of their views and comments.
- The inspector visited all the play areas indoors and outdoors and spoke to several staff about the learning intentions of activities observed at the inspection.

## Inspector

Melissa Patel

## Full report

### Information about the setting

Ashfield House Day Nursery was registered in 2013 on the Early Years Register. It is situated in the Eccleshill area of Bradford, West Yorkshire, and is privately owned and managed. The nursery serves the local area and operates from a converted house. The children have access to five rooms on the ground floor, including the sensory room, and one playroom is located on the first floor. There is an enclosed garden available for outdoor play. There are separate units for children aged under two years, two-to-three years and three-to-five years. The nursery employs 12 members of staff to work with the children and a qualified cook. Of these, seven hold early years degrees, one holds a level 5 qualification and four hold level 3. The nursery opens from 7.30am to 6pm, five days a week, excluding Bank Holidays. There are currently 45 children on roll in the early years age range. Children attend for a variety of sessions. The nursery receives support from the local authority. It supports children who speak English as an additional language and 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:

- enhance children's well-being and health even further in the outdoor area, by creating more shaded areas that children can use as they explore.

## Inspection judgements

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

The staff have an excellent understanding of all children's individual needs to support their learning. Purposeful and timely interaction supports children's rapidly developing all-round skills and ensures all ability groups receive very effective support to help them progress towards the early learning goals. Children and babies are developing very well within the typical range of development expected for their age, their starting points and the time spent at the provision. The quality of teaching within the provision is consistently high and the educational programmes have depth and breadth across the seven areas of learning. This helps children make rapid progress. Children's communication and language skills are supported very effectively. For example, timely intervention ensures children who require additional support with their development, such as speech, have the help they need to progress very well. Children who speak English as an additional language receive very good support. This is because the staff make excellent use of children's home languages to develop their communication and literacy skills, alongside promoting their learning of English, as they play. For example, the careful arrangement of numbers and words in the environment in English, and in home languages, enables staff to consistently support the children's language and early reading skills. Staff's close interaction and talk with babies help them learn to communicate. Staff's high expectations of children's achievements

result in children making excellent progress in recognising their name. For example, staff make the best use of time and opportunities to help children recognise and write the first letter of their name. Excellent questioning skills, listening and encouragement help children achieve this, and they respond by smiling happily as they are cheerfully praised for doing so.

Excellent input from staff helps babies learn through their senses as they investigate different scented resources and textures and materials. The excellent organisation of props, particularly outdoors, helps children develop their imagination and physical skills highly effectively as they explore a sheet used as a tent. In addition, they explore the trail purposefully made from natural materials. This also supports their understanding of the world extremely well. In addition, older and more able children participate in a trip to a local wood. This is a planned trip to support what they have already learned about the natural environment while attending the provision. Mathematics is implemented consistently and extremely well throughout the nursery. For example, staff encourage children to explore shapes inside and outdoors. They learn to solve problems and develop their thinking skills as they work out where to fill the water containers and how to fill them outdoors. Staff support children very well through purposeful questioning. Staff make the best of opportunities to encourage counting, even with very young children, such as when walking up steps. Number recognition is strongly encouraged through using labelling inside and outside. Older and more able children are challenged extremely well as they are encouraged to name the current day's date and recognise numerals that make up the date. They count competently to 20 in a group with excellent input from staff.

Planning is informed by precise and sharply focused use of assessments and trackers of the children's progress. Staff are proactive and highly interested in how they use planning to support children's next steps in learning. All staff, including those new to the setting, having an excellent knowledge of how to use assessment purposefully to support children's learning. This results in excellent input to support their next stages in learning and their school readiness. Staff make very good use of the progress check for children between the ages of two and three years, to ensure they receive high level input to support the prime areas of learning and include parental contributions. Parents are involved highly effectively in their children's learning through discussion and the regular sharing of the children's records, which are readily available in all rooms. Information is readily available and shared with parents giving ideas on how to support children's individual learning between home and the setting. This includes excellent information on how to support children's developing literacy skills through different age ranges. This highly interesting and inspirational way of sharing learning successfully enables the staff and parents to work together consistently to help children progress their all-round skills to a high standard.

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

The well-being and emotional security of children are supported superbly. This is because each child has a staff member assigned to them as their key person, and they have a clear and highly knowledgeable insight of the children's individual needs. Staff use this knowledge to give children excellent support. This also includes staff being proactive in

sharing information with the parents to support children's personal routines, such as sleep times, interests and feeding patterns. Staff also give very good support to children's well-being by including them in activities, staying close, talking to them and guiding them as they explore. Staff are very good at helping all children to develop their confidence. For example, staff praise them consistently as they attempt and achieve tasks, such as when young babies develop excellent independence as they pull up to standing and older and more able children balance on blocks and recognise the letter of their name. Staff supervise and support them extremely well by guiding them as they explore large play resources. The environment is organised very effectively in all areas inside and outdoors. It is bright, welcoming and full of extremely good quality resources. Children of all age ranges, including babies, experience the outdoors. The excellent support that they receive results in them developing close attachments to the staff. In addition, they learn to socialise with other children and understand the needs of others. For example, older children show consideration for others as they await their turn to sing a song. Staff support positive behaviour management extremely well. This is because they are calm and consistent in their approach to children. For example, they explain situations to them and encourage them to voice their views and feelings. In addition, the staff ensure that the children are busy and receive challenges in their routines. As a consequence, the children's behaviour is very good.

Children develop an excellent understanding of the importance of living a healthy lifestyle. This is because they play outdoors frequently and reap the benefits of fresh air and exercise. They show their delight as they develop a multitude of skills, such as using their imagination exploring different surfaces, balancing and learning how to recycle water with good support from staff. In addition, these activities promote exercise and present challenges. Superb interaction from the staff ensures that they explore all areas of the outdoor environment and they skilfully introduce counting and the recognition of words through the use of purposefully displayed labelling throughout the outdoor area. Children's health and well-being are supported very well as staff ensure that they put on sunscreen on hot days and they carefully ensure midday heat is avoided. However, there is scope to introduce more shaded areas into the outdoor play space for children to use as they play, to support their health and well-being even further. Children freely access water and eat a good balanced diet that incorporates all the important food groups and includes a variety of fruits. Food is freshly prepared daily. The environment is maintained to an excellent standard of hygiene, and the provision inside and outdoors is effectively risk assessed. This ensures that the children can explore the environment safely. Children learn about keeping themselves safe through skilful interaction from staff to explain, for example, how to balance safely.

Transitions are managed extremely well within the provision to promote children's well-being. For example, the staff implement an effective process to help children be gradually settled into the provision and they support them integrate into different age-grouped rooms successfully within the provision. Key persons carefully plan visits to other rooms to ensure children's transitions are introduced slowly and comfortably. This includes ensuring parents are happy with the process. Preparing children for the transition to school is a high priority through ensuring children have strong skills, such as social skills and confidence, so that they can successfully make the transition when the time comes. Staff

ensure parents are aware of the process through discussion and the sharing of the policies, to enable all parties to support children extremely effectively at this time.

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

The management team have a high level of understanding of the safeguarding and welfare requirements to ensure children are safe. For example, they closely monitor how children are protected within the provision, which includes ensuring that all staff complete training in safeguarding. In addition, safeguarding is a standard discussion item for staff at supervisions. This ensures that staff have opportunities to develop their knowledge and understanding with regard to keeping children safe from harm. This demonstrates the very strong commitment to ensure that staff have the right skills and knowledge to protect children. The employment procedures are implemented highly effectively to make sure that the staff are appropriately vetted and checked, and therefore suitable to work with the children. In addition to supervisions, appraisals are carried out for all staff to ensure they are guided extremely well in carrying out all their roles and responsibilities. This also helps them move forward in their development. The management also monitors how staff support children's safety within the provision by observing practice. This means that the staff can continue to develop their skills and therefore support children well. Induction procedures are highly successful in providing staff with excellent information to support them in their work with the children. This is demonstrated by the staff's highly effective knowledge and understanding of their roles. Staff go on regular training courses, such as first aid, behaviour management, safeguarding and courses linked to learning and development. This helps them develop their knowledge and practice, and therefore support children successfully. The manager is a very experienced leader with a previous proven record of driving excellent practice. Staff are highly qualified and enthusiastic, and this has a very positive impact on how children's learning and development is supported. This is because staff have gained a broad underpinning knowledge, which they use very effectively to teach children. Partnership working with parents is consistently to a high level, and as a result, children's all-round needs are met extremely well. Parents are informed about the operation of the nursery before and during their child's placement through very detailed and regular information sources.

The management team are passionate about how children are supported and have very high expectations of staff and children. This drive results in excellent monitoring of how the learning and development requirements are implemented. This includes clearly focused observations of how the staff interact with children and how they implement planning to ensure children can make the best progress. The management encourage peer observations to enable staff to support and guide one another in how they teach children. The consequence of regular monitoring is that staff develop their skills and maintain extremely good consistency in promoting the educational programmes for individual children. Excellent use of evaluation takes account of management and staff reflection and parents' views through using questionnaires. This has successfully ensured that, even though the provision has been registered for a short time, it is operating to a very high standard. This all impacts on children's well-being and learning extremely well. Comments from parents spoken to at the inspection, and in questionnaires sampled,

demonstrate that they are very happy with how the provision helps their children progress and how they settle. Comments include how helpful staff are and how they help children feel settled and welcome, and that they are happy. Other comments include how well children are developing in particular areas, such as speech and language. Children have a clear voice in this provision by making choices about what they wish to do, and by being involved in their own learning. Staff are consistently proactive in supporting them in all activities, to promote their individualised learning exceptionally well.

The staff have very strong processes in place to ensure excellent links develop with other provisions at the appropriate time, to ensure children are fully prepared when they attend local schools. The staff work closely with the local authority by sharing information when they visit the nursery. They work highly effectively with other agencies and early years professionals to ensure children receive the support that they need. All of this ensures that children receive continuity of support in their all-round development.

## 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

<b>Unique reference number</b>	EY462047
<b>Local authority</b>	Bradford
<b>Inspection number</b>	945141
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Izzard Day Nurseries LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01274 643431

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

