

Green Top Day Nursery

Green Top Nursery, Clayton Lane, Clayton, BRADFORD, West Yorkshire, BD14 6SP

Inspection date	17/07/2014
Previous inspection date	11/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 engage in purposeful learning experiences delivered through effective teaching during both inside and outside play. Planned activities take into account children's interests and next steps in learning, building on their developing skills and knowledge.
- Effective settling-in arrangements ensure that children and parents build close attachments with staff. As a result, children are happy, confident and feel secure in the nursery.
- Leadership and management are good. The nursery manager is committed to developing a quality service. As a result, staff are motivated and are provided with relevant training.
- Children are kept safe because the nursery has a very good system for assessing and minimising risks, including clear and appropriate policies regarding safeguarding children.

It is not yet outstanding because

- Children are not always provided with further opportunities to enhance their already good independence skills or to further enhance good critical thinking through the use of more open-ended questions to support and promote learning.
- On some occasions, staff do not fully identify children's next steps to ensure the quality of teaching is always of the highest standard.

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

Inspector

Amanda Forrest

Full report

Information about the setting

Green Top Day Nursery was registered under the current ownership in 2010 and is on the Early Years Register. It operates from five rooms on the ground floor of a detached, residential property in Clayton, Bradford. The nursery opens five days a week, from 7am until 6pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 89 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 15 staff working directly with the children; 12 of whom have appropriate early years qualifications at level 3 or above.

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 supporting them to pour their own drinks and serve their own food at snack and meal times

- enrich the quality of teaching to ensure it is consistently of a very high standard and inspirational, for example, by ensuring the accuracy and use of observation is consistent for all children and that all practitioners clearly identify children's learning and development so all parents consistently receive accurate information about their child

- enhance children's critical thinking, for example, by asking more open-ended questions to support and promote children's learning even further, and allowing them time and space to work out problems and challenges.

Inspection judgements

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

Children's learning and development are promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through the mainly knowledgeable and experienced staff who have a sound understanding of how children learn. The majority of staff consistently use effective teaching strategies to support children's good learning, which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. This is

because records of children's achievements and the use of observational assessments are used to identify and plan for individual children's next steps for learning. However, some of the less experienced staff do not always make as effective use of development stages and plan as purposeful next steps to fully support the highest levels of teaching. Children's progress files are regularly made available for parents, which provide detailed information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements from home. The manager and the deputy manager are effective role models and they continually model good practice and support the team in providing good quality learning opportunities for the children. This results in children benefiting from good learning experiences throughout the nursery. 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. An effective system for completing the progress check for children between the ages of two and three years is in place and these are shared with parents and other settings.

Babies are well supported in their play. Indoors and outdoors, they have designated areas where they enjoy playing with a developmentally appropriate range of toys and resources. This also gives the babies the opportunity to interact with some of the older children and extend their learning. A good selection of natural resources are provided on low-level shelves, that allow young children to learn through their senses and explore objects using their hands and mouths, as they shake and rattle them. Children develop their senses further as they spend time looking at their reflection in mirrored surfaces and share the experience with their playmates and staff. Children confidently try the activities on offer. For example, babies are involved in an obstacle course, to promote the young walkers' physical development, and staff provide each child with time and support to walk, crawl and jump. As a result, babies are actively engaged and enjoy the support of their key person. Staff spend a lot of time with their key children as they recognise children learn best when they feel safe and settled in the nursery. The key person works with children in small groups, singing familiar rhymes to them as they sit together on the floor. Babies pick up books and babble as they turn a page, which supports early literacy development. Babies become aware of technology as they push buttons on toys to activate sounds, lights and noises. This emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms.

Throughout the nursery, staff support children's use of language well, by providing commentaries and naming everyday objects and routines. Older children enjoy story time with their favourite characters and props to further support their communication and literacy skills. For example, children have been reading stories about pirates and have a small treasure chest and treasure to bury in various areas of the indoor and outdoor provision. Children talk about hiding the treasure and making maps as they work independently in the writing areas, giving meaning to the marks that they make. Children's interest in pirates is extended further as they dig for treasure in the sand and build ships with the construction equipment. They are encouraged to extend their thinking and problem-solving skills through these activities. For example, children are asked where they think it would be best to hide the treasure and how the ship will carry all the pirates. However, sometimes when working with the older children, there is room to enhance

children's critical thinking further when planning activities. For example, by asking more open-ended questions and allowing them more time to consider a solution before staff offer an answer. Children who speak English as an additional language are supported well and staff model appropriate language and praise children for their speech. As a result, children are confident to speak and express themselves in English and their home language. Children confidently try the activities on offer. For example, children are involved in exploring wet sand, mud and creative activities, such as powder paints and box modelling. Staff provide each child with time and support to explore and experiment. As a result, the children are actively engaged and have opportunities to explore and discuss texture and malleable materials. These activities are also provided outdoors, where children can experience the sensation of jumping in muddy puddles, the texture of wet soil and making marks with water and brushes. Staff are close by to support children by talking about how it feels and relating these experiences to past events in children's lives and children are actively engaged in the experiences.

Staff encourage children to engage in number work and simple mathematics, and children count during daily routines, such as the number of children present, steps in the garden and plates needed at lunchtime. Children are provided with the opportunity to explore the properties of construction resources, placing them in towers as they start to understand about size, space and measure. They learn about successful ways to stack objects and soon begin to recognise that a larger tower is not secure. Staff encourage them to count as they make their towers higher, teaching children about number, order and value. This means children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Younger children enjoy baking activities and are introduced to weight and quantities using utensils, such as weighing scales and measuring spoons. The staff ask open-ended questions to support and challenge children, such as 'what shall we use?' and 'how shall we mix it?'. The children confidently answer questions with appropriate answers. This high level of involvement supports children to become active learners, as they are thoroughly engrossed in this activity. Children are offered appropriate opportunities to develop their awareness of diversity. For example, they look at books that give information and positive images about other ways of life and displays and words in the nursery are in dual languages. Effective teaching and sensitive interaction with children promotes the understanding of the wider community. For example, staff talk with children about recent events, such a family holiday and a visit to school, and about how this can be incorporated into their play; gently encouraging them to take turns to speak and to listen to each other's contributions.

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

Staff liaise effectively with parents throughout their child's learning and activities, and throughout the settling-in period at the nursery. Parents stay with their child during this time if they prefer and flexible sessions are available until children are happy. The key-person system works effectively, as they have the opportunity to discuss their key child's individual needs with parents during this settling-in time. For example, information is recorded at the time of registration to ensure specific needs and allergies are known and are accurately met. Babies settle well as staff comfort them and ensure that their needs are sensitively met, especially at sleep times. This promotes young children's feelings of

safety. Staff are calm and patient and demonstrate good manners to the children and to each other. They take time to talk and listen to the children, building self-esteem and making them feel special. As a result, children demonstrate independence and confidence as they explore the resources. The manager and the 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 and ideas, showing them off and sharing them with the adults around them. Resources are clearly labelled with words and pictures to support children's understanding of literacy with visual clues. As a result, the children play happily together and direct their own learning. This develops their self-esteem and builds on their sense of achievement and emotional well-being. Daily sheets keep parents well informed about their child's individual routines and the activities that they have enjoyed and 'wow' comments are shared to acknowledge children's achievements.

Children are supported within the nursery as they move rooms to ensure that they are ready to move and enjoy their new experiences. Key persons initially stay with the child as they move around the new environment and ensure they are close by to offer support and monitor children's responses to their new environment. The manager is aware of the need to prepare for the move to school to ensure as little disruption for each child as possible, and has made good links with the local schools. Information relating to children's progress is passed onto the child's new setting, to enable them to continue to support children's good learning. This all contributes to children making a seamless move to school.

Children's well-being is effectively maintained and their awareness of health and safety promoted well. Children engage in daily outdoor play opportunities, developing their physical skills. Children take small but safe risks when playing; they avoid obstacles and access tables and chairs, and they understand about risks when playing in the garden. This helps them to have a well-developed understanding of safe practices. The staff describe how they promote children's knowledge about their personal safety through road safety activities and regular fire evacuation drills. This positively contributes to children developing a sense of danger and how to keep themselves safe. They learn about the benefits of eating healthily and the importance of exercise through discussions, positive reinforcement and planned activities. Children's good manners are promoted at snack and meal times and they use this time to talk to their friends and are developing good social skills. However, there is scope to further develop children's independence skills at meal times by enabling them to take responsibility for small tasks, such as self-serving food and pouring their own drinks.

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

Children are safeguarded through the implementation of good practices and procedures which underpin the daily routines and are reviewed regularly. The manager operates a clear recruitment, vetting and induction procedure to ensure the suitability of all staff working with children and regularly review staff's continuing suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular training from the manager to ensure their knowledge is maintained. The manager

and experienced staff in each room ensure adult-to-child ratios are always met and staff are deployed effectively, resulting in children being constantly supervised by qualified staff. Internal playrooms have large windows and face onto an outdoor play area, which promotes good supervision by all the staff. Staff supervision and appraisals are well-embedded, although, some new and less experienced staff would benefit from increased coaching or mentoring in relation to accurately completing children's records and assessments. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. For example, children have individual bedding, stored in named bags and individual water beakers. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified and minimised. Regular fire drills are carried out and child-friendly posters describe evacuation routes. Appropriate records regarding accidents are kept and parents are informed. Children's health and safety are maintained further through staff completing paediatric first-aid training courses to ensure children's well-being is addressed at all times.

Since the last inspection the nursery manager has taken effective steps to address the actions and recommendations set. She has implemented an effective and child-focused planning system, which clearly identifies children's next steps, interests and stages of development. This has had a significant impact on the quality of teaching and learning. As a result, the team understand the learning and development requirements. The manager and senior staff members monitor planning and undertake regular staff supervision to ensure standards remain of a high quality. Tracking is in place and clearly identifies any gaps in development of certain cohorts. The manager provides additional support to the children and key persons to narrow the gaps in learning and to address any concerns quickly. The team have created an action plan to detail the recommendations and further enhancements to the provision, and is continually being added to secure improvements. Staff appraisals are well embedded, and are a regular process in the nursery, which are used to identify strengths, improve practice and target specific training, including mentoring. For example, less experienced or new members of staff are given a buddy to work alongside to ask for advice and support. As a result, training and professional development have a positive impact on the quality of care and teaching offered by the staff team.

Partnerships working with parents, carers and other agencies are well established. This ensures that children's development is effectively enhanced, while meeting their needs and supporting smooth moves to other settings and school. Information is shared to ensure children's specific health care needs are met and to ensure support is provided for any children with special educational needs and/or disabilities. This ensures children do not fall behind in their development. 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. An information board displays the ideas and comments from parents and how the nursery has addressed these. For example, parents commented that some of the walls in the toddler-age group were looking dirty, so the manager arranged for the walls to be painted. Parents confirm they are happy with the nursery and the information they receive.

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	EY412434
Local authority	Bradford
Inspection number	962891
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	89
Name of provider	Mr Sanjay Bassi and Mrs Meenu Bassi Partnership
Date of previous inspection	11/11/2013
Telephone number	0127 4426230

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Type of provision

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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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