

Cute Companions Private Day Nursery

542 Leeds Road, Idle, Bradford, West Yorkshire, BD10 8JH



Inspection date

Previous inspection date

2 February 2015

16 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are kept safe. Staff have good system for assessing and minimising risks, including clear and appropriate policies regarding safeguarding children.
- Children make good progress. They happily engage in purposeful learning experiences delivered through planned activities. These take into account children's steps for learning, building on their prior skills and knowledge.
- The key-person system is well embedded. Staff form secure relationships with children to support their emotional well-being.
- Daily access to the large, rich and varied natural outdoor environment and equipment enables children to explore and develop their physical skills.
- Children's behaviour is good because staff are excellent role models and teach children about the expected behaviour in the nursery.
- Staff foster children's self-esteem. They make good use of praise, meaning children feel valued and display confidence during their play.

It is not yet outstanding because:

- Staff do not consistently use a range of teaching strategies, such as open-ended questions to enhance children's critical thinking skills.
- The staff do not always make maximum use of information from parents about their child's learning and development at home.
- Leaders miss opportunities to use the views of parents that have been gathered in order to create sharply focused targets to raise the quality of the provision to outstanding.

What the setting needs to do to improve further

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

- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to use even more open-ended question to support and promote children's learning even further, and allowing them time and space to work out problems and challenges
- strengthen further the approaches used to help parents share what they know about their child to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- improve the systems for evaluating practice by including more opportunities to review and act upon the suggestions and ideas of parents and children, in order to raise the quality of the provision to outstanding.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector held discussions with the manager and talked to children and staff throughout the inspection.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching in the nursery is good. Staff accurately observe, monitor and assess all children's progress well. This enables them to plan interesting activities to promote learning. For example, younger children enjoy making prints with their hands. In the outdoor area children excitedly make marks in the snow and ice with paint. Staff carefully track this development to ensure children receive additional support should it be required. An effective system for completing the progress check for children aged between two and three years is in place. These reports are shared with parents and other settings. However, the information parents provide about their child's development at home is not always used, to ensure children make exceptional progress. Throughout the nursery staff support children's use of language well. They name everyday objects and talk about routines. For example, children in the garden discuss the noises they can hear as they play, such as birds singing and a bus passing by. Staff teach older children mathematical concepts as children explore the properties of water and sand. However, there is room to enhance the range of teaching strategies used by the staff to engage with children. For example, by staff asking more open-ended questions and allowing children more time to consider a solution before they offer an answer.

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

Staff know the children and their families well and effectively support each child's personal, social and emotional needs. They develop secure emotional attachments, which enables children to leave their parents confidently as they enter the nursery. Children are supported to become independent by. For example, staff encourage children to feed themselves, pour their drinks and use cutlery correctly. In addition, children of all ages are encouraged to 'have a go' at fastening zips and buttons as they prepare to explore the outdoors. Children have daily access to fresh air and exercise in the well-resourced garden, where staff teach children safe practices. Children enjoy nutritious homemade meals with the staff who encourage mealtimes to be a very social occasion.

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

The management team have worked well since the last inspection to ensure that all previous actions raised have been effectively addressed and continue to be met. The manager has implemented supervision meetings with all the staff team to monitor the quality of teaching and learning. In addition, these meetings are used to address training needs for all the staff. Systems for evaluating practice and areas for development are in place. The management team regularly seek views of staff, children and parents. However, these views are not used to full effect in the evaluation process, to raise the quality of the provision to outstanding. Educational programmes are regularly monitored to ensure all children progress towards the early learning goals. Partnerships with other settings help to maintain continuity of care and support children with the eventual move to school.

Setting details

Unique reference number	302025
Local authority	Bradford
Inspection number	978439
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	88
Name of provider	Catherine Jane Gordon
Date of previous inspection	16 April 2014
Telephone number	01274 614291

The Cute Companions Private Day Nursery was registered in 1997. The nursery employs 20 members of childcare staff. Of these, sixteen hold appropriate early years qualifications at level 3, including one with Early Years Teacher status. The nursery opens, from Monday to Friday, all year round. Sessions are, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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