

Lilycroft Nursery School

Birth to Five



Farcliffe & Lilycroft, 56 Toller Lane, BRADFORD, West Yorkshire, BD8 8QH

Inspection date	12 February 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 self-motivated and confidently explore the well-resourced indoor and outdoor environment.
- Children are developing good communication skills. In particular, children who speak English as an additional language are very well supported and make good progress.
- There are excellent arrangements to support children with special educational needs and/or disabilities. This supports them to make significant progress.
- There is an exceptional key-person system in place, which makes sure the highest focus is given to securing children's emotional well-being.
- Leadership is good. Systems for self-evaluation are robust and effectively identify the priorities for improvement, so improving outcomes for children.
- Staff have a sound knowledge and understanding of how to effectively safeguard children. Comprehensive policies and procedures underpin safeguarding practice.

It is not yet outstanding because:

- Information shared with parents about children's development is not always precise and sharply focused.
- Staff do not always fully promote children's physical and self-help skills during daily routines, such as during snack and mealtimes.
- Children are not always provided with sufficient opportunities to engage with activities that enable them to explore and interact with technology.

What the setting needs to do to improve further

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

- focus more precisely on the information shared with parents about children's progress and development, for example, by enhancing the quality of support and advice offered to parents and by setting clear and precise development goals for all children, so they all make progress to an even higher level
- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities that enable children to practise and develop their self-help skills even further, for example, by pouring their own drinks with appropriate-sized jugs, selecting their own snacks and helping to tidy away afterwards
- extend opportunities for children to engage in activities using programmable toys, in order to enhance and enrich their knowledge of technology.

Inspection activities

- The inspector held meetings with the management team and spoke to staff and children when appropriate during the inspection.
- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation of a baking activity with the early years teacher.
- 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.

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 throughout the nursery is good. Staff carry out regular observations of the children during play to assess their skills and identify their current interests and how they like to learn. However, the information shared with parents about children's progress is not always focused on how parents can best support learning at home. Children access a large range of quality resources and staff are skilled in asking lots of purposeful questions to encourage children to think about what might happen if circumstances are changed. For example, children enjoy baking valentine buns and exploring the textures of dough. However, there is scope to enhance children's understanding of technology by making more information and communication technology resources available to extend their learning and ignite their curiosity about how things work. Overall, children gain the necessary skills needed for the eventual move to school.

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

Children develop close 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. Children gain an understanding of the need for physical exercise. For example, babies are encouraged to crawl and explore their surroundings to learn about their environment. In addition, older children rapidly improve their physical ability and confidence as they use a range of outdoor equipment. Staff are always close by and offer children gentle reminders about safety and support them to take small risks. Children's behaviour is good because staff offer consistent and positive praise to the children. To further promote children's understanding of a healthy lifestyle the nursery cook ensures that the children are offered a well-balanced diet. Mealtimes are a relaxed and sociable occasion, and staff sit and talk with the children. However, opportunities for extending the children's already very good self-help skills have not been fully incorporated into all daily routines, such as helping to prepare their snack and serving themselves at snack times.

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

Leadership and management in the nursery is good. The manager is organised and supported by a highly skilled and experienced senior management team. They use their skills and expertise skilfully to support children's learning and development. Regular supervision meetings mean that staff are provided with support, coaching and training. In addition, this provides them with opportunities to discuss any issues concerning individual children's development or well-being. Relationships with the parents, local schools and other professionals are effective. Staff know who to contact if they require specialist support for children's development. Staff work hard to gather parents' views on the setting and fully include them when planning their priorities to improve the setting. For example, after consulting parents the nursery is planning further development to the garden area used by the youngest children.

Setting details

Unique reference number	EY356854
Local authority	Bradford
Inspection number	849534
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	71
Number of children on roll	121
Name of provider	Lilycroft Nursery School Governing Body
Date of previous inspection	Not applicable
Telephone number	01274 484141

Lilycroft Nursery School Birth to Five was registered in 2004. The nursery employs 27 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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