

Ark Day Nursery

490 Halifax Road, BRADFORD, BD6 2LH



Inspection date

17 April 2015

Previous inspection date

13 March 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

- Safeguarding practice is strong. All staff hold current first-aid certificates and have attended safeguarding training. They have a very good knowledge of the procedures to follow if they have any child protection concerns.
- The manager is committed to improving staff's practice and the quality of the provision. Regular supervisions are in place, training needs are effectively met and staff are well qualified. This means that the quality of the provision in the nursery is moving forwards.
- Staff assess children's development well and use their knowledge to plan a broad range of learning opportunities. Resources in the playrooms and outdoor areas are provided to create a stimulating environment. As a result, children are self-motivated and keen to make decisions about their play.
- Children's emotional well-being is supported because each key person provides excellent opportunities for children to flourish. There are positive relationships between staff, children and parents. Therefore, children are nurtured and their contribution valued.
- Staff effectively model good behaviour and have high expectations of children. Consequently, children behave well; they learn to share and show kindness to others.

It is not yet outstanding because:

- The manager is still establishing systems for checking children's progress. These are effective in assessing the development of individual children but do not currently help her to check precisely the progress of specific groups of children.
- There is room to develop further the way staff engage parents in their children's learning.

What the setting needs to do to improve further

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

- enhance systems for checking children's progress to identify more easily groups of children who may benefit from additional, targeted support
- strengthen existing good partnerships with parents by providing them with information about how they can support their children's learning at home.

Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector sampled a range of documentation, including written policies and information from parents' surveys, and discussed assessment, planning and safeguarding procedures.
- The inspector checked the evidence of the suitability and qualifications of the staff and of the provider's self-evaluation and improvement plans.
- The inspector observed activities in the five playrooms and outdoor areas and undertook a joint observation with the manager of an adult-led activity.

Inspector

Amanda Forrest

Inspection findings

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

Staff provide a broad range of activities to promote children's progress across the seven areas of learning. Children have access to a wide range of toys and resources that help them develop independence. Children explore their early writing skills and enjoy using a variety of materials to write their own names. Staff offer support, talk to children and introduce new words. As a result, children are making good progress in their communication and language skills. Staff introduce mathematical concepts within children's play. For example, older children construct a tower of bricks outdoors. Staff encourage them to design and build the structure independently, and to estimate the number of blocks required. Staff consistently link assessments and individual next steps of learning into planning, to provide challenging activities. Children's learning journals are sent home regularly and some information about what children have been learning is shared verbally at collection times. However, staff have not explored how this could be enhanced by providing more frequent ideas for parents to use at home, to support their children's learning.

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

Staff develop good relationships with children and their families from the start. A gradual introduction into the nursery helps children settle quickly and feel safe. Children's health and well-being is supported well. Children have access to water at all times and understand basic hygiene practices. Children play outside and staff maximise the use of the outdoor learning environment. Children's physical skills are continually developing. They revel in digging, filling containers in the mud kitchen, using spoons and spades. Children enjoy painting outdoors with brushes of different sizes and water. Children's independence is encouraged, as they eagerly help to tidy away and find their own coat and shoes when changing for outside. This prepares them well for the move to school.

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

Leadership at the nursery is good. The manager and staff have a secure understanding of the Early Years Foundation Stage. Robust recruitment, selection and induction procedures are established. All staff complete required checks to ensure their suitability to work with children. Staff have a good understanding of how to safeguard children and the environment is safe and secure. The management team regularly monitors the educational programmes and checks the accuracy of children's ongoing assessments, specifically for two-year-olds. However, checking systems do not allow them to build an accurate picture of progress being made by different groups of children easily. Staff performance is monitored through ongoing supervision. This has a positive impact on the quality of care and learning provided. Strong links are firmly established with local schools and external agencies to ensure individual children's needs are met.

Setting details

Unique reference number	EY452344
Local authority	Bradford
Inspection number	1010988
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	125
Name of provider	Rachel Strong
Date of previous inspection	13 March 2014
Telephone number	01274418981

Ark Day Nursery was registered in 2012. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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