

St Marys Community Nursery CIC

1 Hind Street, Wyke, BRADFORD, West Yorkshire, BD12 8JT



Inspection date

Previous inspection date

3 June 2015

26 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The well-qualified staff plan a wide range of learning opportunities. Managers and staff regularly check children's progress, taking into consideration their starting points and children's learning at home. As a result, children make good progress and are well prepared for the next stage in their learning and school.
- Managers and staff have very good partnerships with parents and other agencies. This enables them to provide extra support for those children with special educational needs and/or disabilities to promote the best outcomes for all children.
- Staff have secure knowledge and understanding of how to safeguard children. This is because all staff have attended training and it is discussed at every staff meeting. The shared, consistent approach to safeguarding ensures that children are well protected from harm.
- Children have good relationships with staff because there is an established key-person system in place. Children are confident, they feel safe and secure because staff know them well and sensitively support them in their play.

It is not yet outstanding because:

- Sometimes boys do not maintain attention well during group time when they sit for long periods of time.
- Managers do not precisely monitor the impact of teaching on children's learning. This means training is not always specifically targeted to the individual needs of staff.

What the setting needs to do to improve further

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

- develop the organisation of group time to help boys maintain attention more effectively, for example, by planning short, small group activities
- introduce more rigour into the monitoring of the quality of teaching and learning in order to drive the quality of teaching to an outstanding level.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with one of the managers.
- The inspector observed play and learning opportunities for the children and spoke to staff and children, when appropriate.
- The inspector carried out an interview with all managers and the Special Educational Needs Coordinator.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including staff qualifications, policies and procedures and the provider's self-evaluation.
- The inspector spoke to parents and looked at parental questionnaires to take account of the views of parents and carers.

Inspector

Julie Jones

Inspection findings

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

Children have access to a wide variety of interesting resources. They are highly motivated, confident and enjoy exploring their environment. For example, children enjoy spending time working together to build a track for their cars in the outdoor area. Staff support their problem solving skills by talking to them about the equipment they could add to make slopes. Staff promote children's mathematical thinking by talking to them about speed and distance. Children are developing good literacy skills; they are able to recognise some letters and words on signs around the setting. Staff encourage children to learn about the weather, the days of the week and read stories or play games during adult-led group times. However, some boys do not engage well at group time. This is because the groups are too big and it takes too long for them to have a turn at the games. Despite this, children make good progress in their learning and parents comment that their children enjoy attending the setting.

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

Staff provide children and their families with a safe and welcoming environment. Children are greeted warmly as they enter the setting. Staff use this opportunity to share information about children's learning and care needs. Parents comment that they appreciate the time staff give them and value these informal discussions about their children's care, learning and development. Children's good health is supported because snacks are varied and nutritious. There are good opportunities throughout the day where children are encouraged to engage in physical activity. Children are learning how to keep themselves safe because staff encourage them to help check the outdoor area before they go outside to play. Staff encourage children to treat each other with kindness and respect. Staff provide consistent messages about acceptable behaviour. Consequently, children are developing good social skills and play cooperatively.

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

Managers have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are vetted and their ongoing suitability checked regularly to ensure that they are suitable to care for children. Managers provide staff with regular supervision, training and mentoring opportunities. Staff share the knowledge that they have gained from training at weekly staff meetings. Children benefit because staff remain enthusiastic. However, managers do not precisely carry out observations of teaching as part of the supervision process. This means that training and mentoring opportunities are not always specifically targeted at improving teaching from good to outstanding. Managers and staff have successfully addressed all recommendations raised at the last inspection. They demonstrate a strong commitment to continually improving the quality of children's care and learning.

Setting details

Unique reference number	EY394542
Local authority	Bradford
Inspection number	859625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	47
Name of provider	St Marys Community Nursery CIC
Date of previous inspection	26 February 2010
Telephone number	01274602457

St Mary's Community Nursery CIC was registered in 2009. The setting opens from 8.45am to 3.15pm, each week day, term time only. There are 11 members of staff, eight of whom hold an appropriate early years qualification at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

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