

# Bardsey Nursery Group

Callister Hall, Woodacre Lane, Bardsey, Leeds, West Yorkshire, LS17 9DG



## Inspection date

19 June 2015

## Previous inspection date

31 October 2011

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff effectively plan stimulating and challenging experiences to support children's next steps in learning. Consequently, all children make good progress in their learning and development from their starting points, including those who require intervention and additional support.
- Effective safeguarding policies and procedures ensure that all staff have a good understanding of how to protect children and keep them safe from harm. Children are very effectively taught how to keep themselves safe. As a result, they understand road safety and how to keep themselves safe in the community.
- Staff have a strong commitment to working in partnership with parents and other professionals, which effectively contributes to children's care, learning and development. Parents speak highly of how the nursery staff support their children's learning.
- The manager of the nursery is committed to providing a high-quality service for children. She provides regular supervision and ensures staff are knowledgeable and well trained, which helps to promote good outcomes for all children.

### It is not yet outstanding because:

- Opportunities for children to develop their writing skills are not always fully maximised.
- There are fewer resources available to reflect children's cultures and enhance understanding of diversity.

## What the setting needs to do to improve further

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

- enhance opportunities for older children to develop their writing skills
- extend resources to ensure they reflect children's cultures and support understanding of equality and diversity, for example, by providing positive images, multicultural books, cooking equipment and dressing-up clothes.

## Inspection activities

- The inspector observed play and learning activities, both indoors and outdoors.
- The inspector spoke with the manager, staff and children throughout the inspection.
- A range of documents were inspected, including observations, assessments and planning.
- The inspector checked evidence of the suitability and qualifications of the staff and viewed documents, including the setting's self-evaluation, risk assessments and some policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Angela Sugden

## Inspection findings

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

Staff provide motivating and interesting educational experiences that effectively promote children's learning and development. Children concentrate well and demonstrate excellent hand control as they carefully stick small, coloured sticks onto card. Staff ask questions about their designs, which challenges children's thinking very well. Children are provided with a range of resources for independent writing. However, occasionally staff write children's names on their creative work and do not always encourage older children to write their names independently. This slightly reduces their opportunities to practise their emerging writing skills. Children's communication and language development is promoted very well. As a result, children display excellent levels of speech and vocabulary. In addition, staff support children in speaking French. As a result, children can sing songs, name some items and count up to 10 in French.

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

Staff are very warm, caring and provide a safe and welcoming environment. Children's emotional well-being is supported very well by key persons when they start at the nursery and when the time comes for their move to school. However, resources do not always support and value the diversity of communities that use the setting. As a result, children's sense of belonging is not always fully promoted and they are not always effectively supported to understand, value and respect differences. Staff ensure that routines and boundaries are consistent so that children know what is expected of them. Children show care and concern when their friends are upset and they give them cuddles and support. Staff ensure children's safety as they climb on the climbing frames, both indoors and outdoors. This helps to build children's body control, strength and supports their well-being. Children are highly motivated and work cooperatively together to push and steer a toy tractor on the soft surface in the garden. In addition, children's social skills are promoted very well as they sit with staff and chat together during snack time.

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

Staff are well-qualified and experienced. They consistently assess children's progress, plan next steps in learning and systematically track their learning and development. The manager monitors children's development and has an overview of the progress of each child. The manager and staff team evaluate the nursery provision during regular meetings. This helps to drive improvement, which benefits children's learning and development. Learning profiles about children's progress are kept and shared with parents. Partnerships with the local school are very strong. Staff take children into school each week to use the hall for physical movement sessions and teachers regularly visit the nursery. This builds children's confidence in preparation for starting school. Staff are efficiently deployed, which means that children are supervised at all times. The manager displays thorough competence as a leader and ensures that all requirements of the Early Years Foundation Stage are understood and fully implemented.

## Setting details

<b>Unique reference number</b>	512726
<b>Local authority</b>	Leeds
<b>Inspection number</b>	869466
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Bardsey Nursery Group Committee
<b>Date of previous inspection</b>	31 October 2011
<b>Telephone number</b>	01937 573430

Bardsey Nursery Group was established in 1962. It was registered in 2001. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The setting opens Monday to Friday from 9am until 12 noon, term time only. The nursery provides funded early education for three- and four-year-old children.

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