

Inspection date

7 October 2015

Previous inspection date

9 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leaders and managers are ambitious. There is a thorough and effective evaluation process in place that includes the views of parents and informs a precise action plan.
- The manager ensures that all children's progress is monitored. Children who are not working at the expected levels for their ages are quickly identified. Interventions to support children are effective in reducing any gaps in their development.
- Children are self-motivated and independently make choices from a wide range of play equipment. They move freely between the indoor and outdoor environments and have very good self-help skills. This helps to support their overall learning and development.
- Staff manage children's behaviour well. They use positive reinforcement and a range of practical methods to enable children to understand concepts.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive support.
- There is an effective key-person system in place that makes sure the highest focus is given to securing children's emotional well-being.
- Children are developing good communication skills. In particular, children who speak English as an additional language are very well supported and make good progress.

It is not yet outstanding because:

- Some staff do not consistently use effective methods for observing and assessing children to plan targeted and challenging activities that elevate children's progress to an outstanding level.
- Staff working with children aged between two and three years do not always provide a stimulating environment that keeps children motivated and interested in learning.

What the setting needs to do to improve further

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

- refine the observation, assessment and planning processes to ensure that all staff use these consistently to sharply focus on raising all children's attainment to the highest level
- review the organisation of the environment so that children aged between two and three years are provided with a stimulating and welcoming environment that keeps them motivated and raises their levels of engagement and achievement.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments.
- The inspector held meetings with the manager and spoke to staff and children when appropriate during the inspection.
- The inspector conducted two joint observations with the deputy manager and the nursery manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with children and viewed 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 and accident and medication records.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the strengths of the nursery. Her action plan contains clear objectives that are understood and are being implemented by the team. The manager takes action in response to comments from parents. She now ensures that they are receiving detailed information about their children's progress. Close partnerships with the local children's centre and careful monitoring of progress quickly identifies children who may need additional support. Interventions are planned as a team and ongoing training builds upon their good practice and ensures that outcomes for all children are good. The arrangements for safeguarding are effective. Staff are well trained in recognising possible signs of abuse and clearly understand how concerns are dealt with. They use their links to the children's centre to help build their understanding of the families and community they support. The setting carries out continuous risk assessments and adapts the environment to take account of individual circumstances.

Quality of teaching, learning and assessment is good

Staff work closely with parents to monitor and promote children's learning. Staff provide parents with guidance on how to extend children's learning at home and to contribute more to activities. For example, children bring in photographs of their family outings so they can share their experiences with others. In addition, children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. These shared celebrations help all children to feel valued. Staff help children to develop good communication and language skills through activities that are well matched to their abilities. They teach younger children how to listen respectfully to others and they use innovative activities to help older children to learn new words. Children are inquisitive, ask questions and are confident to test out their ideas. Staff adapt challenges well, such as encouraging older children to recognise numerals and to calculate quantities. This helps children to be highly motivated and engaged while they enjoy playing and learning.

Personal development, behaviour and welfare are good

Staff are good role models and children develop close bonds with them. Children who are new to the setting settle well as staff comfort them and ensure that their needs are met. Children gain an understanding of the need for physical exercise. For example, babies are encouraged to explore their surroundings to learn about their environment. In addition, older children rapidly improve their physical abilities and confidence as they use outdoor equipment. Staff are always close by and offer children gentle reminders about safety, supporting them to take small risks. Mealtimes are sociable occasions. Staff reinforce good care practices and teach the children about the importance of healthy lifestyles.

Outcomes for children are good

Children make good progress. They are eager and resourceful learners who are ready to start school. The manager and staff work well with parents, other agencies and providers to accurately assess and plan for the needs of all children. Additional funding is effectively used to develop staff's knowledge about the needs of the children they are supporting.

Setting details

Unique reference number	EY425956
Local authority	Bradford
Inspection number	852637
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	70
Number of children on roll	100
Name of provider	The Childrens Place Limited
Date of previous inspection	9 March 2012
Telephone number	01274435069

Children's Place was registered in 2011. The setting is open from Monday to Friday for 51 weeks of the year. The setting operates between 8am and 6pm. There are 18 members of staff, 13 of whom hold early years qualifications to at least level 3 and three at level 2. The manager has Early Years Professional status. The nursery supports children who speak English as an additional language, disabled children and those who have special educational needs. The nursery receives funded early education for two-, three- and four-year-old children.

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