

Broomfield Private Day Nursery

Broomfield Place, Bradford, BD14 6PL



Inspection date	8 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always plan learning experiences that focus well on children's individual needs or interests. This means children find some activities uninteresting because they are not suitably challenging for their next stages of development.
- The quality of teaching in the outdoor area is variable. Staff do not always provide learning experiences across the seven areas of learning. In addition, staff focus too much on supervising children and do not join in and extend children's play.
- Supervision of staff is in its infancy and does not focus on enhancing the quality of teaching to a higher level.
- Self-evaluation is not focused strongly enough on improving teaching and learning. In addition, it does not take into account the views of parents, staff and children.
- The manager does not regularly monitor children's progress, in order to identify any individual or groups of children who may not be achieving.

It has the following strengths

- Staff interact with children in a warm and caring manner. Staff offer attention and reassurance to help children settle, promoting their emotional well-being effectively.
- Children behave well because staff implement consistent boundaries and routines. This means children know what is expected of them.
- The environment is safe and secure. The management team and staff recognise the signs and symptoms of abuse and know how to respond if they have a concern.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ use information about children's interests and individual abilities effectively to plan purposeful and challenging experiences that prepare them well for their next stage of learning 	08/04/2016
<ul style="list-style-type: none"> ■ ensure staff make the most of appropriate opportunities to become involved in children's play in the outdoor area, in order to raise the quality of teaching and to raise achievements for those children who prefer to learn outside 	08/04/2016
<ul style="list-style-type: none"> ■ ensure that the supervision arrangements provide the manager and staff with a clear programme of support to promote the quality of teaching, so that children continually benefit from highly stimulating learning experiences 	08/07/2016
<ul style="list-style-type: none"> ■ develop systems for monitoring children's progress to identify individuals and groups of children that are not making at least expected progress. 	08/07/2016

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

- review the self-evaluation systems in order to identify strengths, address key weaknesses and take into account the views of staff, parents and children.

Inspection activities

- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held discussions with the manager and deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Adequate recruitment procedures are in place. Suitability checks are used to see if staff are appropriate to work with children. Staff hold an appropriate range of childcare qualifications and access training to further enhance their practice. However, staff supervisions have not been fully established to help the manager to monitor staff performance and identify areas for development. The manager has systems in place to monitor children's progress. However, these are not always effective and are not regularly reviewed. This means that gaps in some children's attainment are not always swiftly addressed and additional support is not put in place in a timely manner. Evaluation of the nursery is in place. However, the weaknesses in practice have not yet been identified. In addition, staff, parents and children have not been involved in this process to ensure their views are considered. Partnership working is in place with other providers and external agencies. Partnerships with parents are effective and carers are complimentary about the care their children receive when attending the nursery.

Quality of teaching, learning and assessment requires improvement

Across the nursery, teaching is mainly satisfactory. Staff observe children's achievements. However, some staff fail to use this information appropriately to plan and provide specific activities that support children's individual progress and close any gaps in their learning. This means that children make steady rather than good progress. Staff play alongside children and talk about what they are doing. They repeat children's key phrases, extend sentences and introduce new vocabulary. Children adequately learn the basics and older children are beginning to learn more about shapes, numbers and colours. Staff gather information from parents about their children's interests and achievements when they first join the nursery. This information informs the assessments about children's starting points. Staff talk with parents at handover times and sometimes give parents ideas to continue children's learning at home.

Personal development, behaviour and welfare require improvement

The nursery is warm and welcoming. The staff are friendly and children have positive relationships with their key person and each other. Children receive lots of praise for their contributions to activities and completion of tasks, which boosts their self-esteem. Children have daily opportunities for fresh air. However, when children access the outdoor area staff take on a supervisory role and miss opportunities to join in children's play and enhance their learning. Children learn about a healthy lifestyle through the provision of healthy foods. Staff effectively encourage children's independence at mealtimes as they learn to feed themselves.

Outcomes for children require improvement

Children only make adequate progress because the quality of teaching is not yet consistently good. Children are developing some of the basic skills needed to reach the next steps in their learning and to be prepared for school.

Setting details

Unique reference number	EY475185
Local authority	Bradford
Inspection number	968240
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	72
Number of children on roll	79
Name of provider	Rachel Strong
Date of previous inspection	Not applicable
Telephone number	01274 816645

Broomfield Private Day Nursery was registered in 2014 and is situated in the Clayton area of Bradford. The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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