

Children's Place St. James

St. James Church Primary School, Chelwood Drive, Allerton, BRADFORD, West Yorkshire, BD15 7YD



Inspection date

Previous inspection date

18 January 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 quality of teaching is good. Staff plan effectively for children's individual interests and extend their development in all areas of learning. This ensures they enjoy activities that help them progress well in their learning.
- Staff praise children for their efforts and achievements, and successfully support them to manage their own feelings and behaviour. Children are reminded of the nursery rules and are encouraged to share toys, take turns and respect one another.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's welfare, needs and achievements. Parents highlight how much their children enjoy being at the nursery. They are kept informed about children's progress and contribute to their successful learning at home.
- All children have a positive attitude to being outdoors and physically active. This contributes to promoting their understanding of a healthy lifestyle.
- Staff are skilled in promoting children's independence. Children manage their self-care successfully. Well-established routines help them adopt good hygiene practices.
- Effective supervision arrangements are in place for staff's professional development. Leaders carry out regular observations to help identify further training needs. This helps to strengthen existing knowledge and skills, as well as strengthen the quality of teaching and learning.

It is not yet outstanding because:

- Systems for monitoring and analysing assessment information are not yet fully established to reflect all of the specific groups of children attending the nursery.
- Partnerships with the local school are not yet robust enough to support all children with their move when the time comes.

What the setting needs to do to improve further

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

- develop further the systems for tracking children's progress, in order to identify variations in the learning of different groups of children attending, so that any necessary interventions are well targeted
- develop greater partnership working with the local school that children will attend, so that there are more effective systems for sharing information about children's care, learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery coordinator.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have received safeguarding training and the nursery coordinator ensures that they keep this up to date. Staff understand the possible signs and symptoms of child abuse and are clear about procedures to report any concerns. This helps to protect children from harm. Daily risk assessments are carried out and staff remind children of possible dangers throughout the day. For example, children know to be careful when they are outdoors because the snow has made the ground slippery. The management and staff reflect on the quality of the provision and have focused very well on raising the overall standard. All staff are well qualified. They benefit from supervisions and access to frequent training to boost their knowledge and skills. This has a positive impact on the quality of care and learning children benefit from.

Quality of teaching, learning and assessment is good

Staff provide a wide range of fun, interesting and challenging experiences for children that meets their individual needs and current interests well. Children are highly engaged and motivated to learn. Staff observe, assess and plan purposeful activities that support children in their next stage of learning. Staff have a very good understanding of the importance of quality interactions, and promote children's language and speaking skills from the start. For example, staff provide children with actions to support words during activities, such as crawling like a dinosaur and roaring like a lion. Staff have basic discussions with the youngest children and follow their lead with their conversational topic, such as discussing the recent snow and making snowballs before they go outside to play in it. This helps children to be focused and extends their language.

Personal development, behaviour and welfare are good

Children form close relationships with staff, helping to build their emotional security and confidence. Staff offer regular praise and encouragement as children play. They encourage children to persevere through self-chosen challenges and to think about how things might work differently. This helps to promote children's self-esteem. Children learn from the very caring staff and demonstrate care and kindness towards each other. They share and take turns when using resources and invite each other into their play. The routine of the nursery is arranged very well. The learning environments are inviting and offer children many exciting opportunities for exploration and adventure. Children are given the time to plan and direct their own learning successfully. They use the wealth of building resources independently and creatively. They make full use of opportunities in the outdoor area to extend their physical skills. Children are provided with nutritious snacks. They gain an understanding of a healthy lifestyle and understand the benefits of eating healthily and taking part in regular exercise.

Outcomes for children are good

All children make good progress relative to their starting points. Children are motivated to learn and solve problems as they play. They participate in age-appropriate tasks and make independent choices. Children are well prepared for their next stage in learning.

Setting details

Unique reference number	EY479037
Local authority	Bradford
Inspection number	982903
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	24
Name of provider	The Children's Place Ltd
Date of previous inspection	Not applicable
Telephone number	01274 882017

Children's Place St. James was registered in 2014 and is situated in a portable classroom in the grounds of St. James Church Primary School in Allerton, Bradford. There are currently four members of staff including the nursery coordinator, all of whom hold appropriate early years qualifications at level 3 and above. The nursery is open Monday to Friday from 8.45am to 11.45am and 12.30pm to 3.30pm, term time only and provides funded early education for two-year-old children.

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