

Baildon House Nursery

31 Heaton Drive, Baildon, Shipley, West Yorkshire, BD17 5PQ



Inspection date

21 January 2016

Previous inspection date

31 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Leaders are not supporting staff sufficiently to improve the quality of their teaching; - for example through professional development and observations of practice, to ensure that teaching is consistently good or better.
- The planning and delivery of the curriculum does not always meet children's needs, particularly when a mixed age group of children are cared for in one area. This means that on occasions children are bored.
- Staff do not gather information when children start about what they already know, understand and can do, in order to make accurate assessments and monitor their progress.
- The outdoor area is not well developed in order to fully motivate and engage children in their play.

It has the following strengths

- Children are happy and settled and are developing friendships with their peers. Children are sociable when they are engaged in activities that interest them.
- Staff build positive relationships with parents and other professionals in order to meet children's care needs and to support their learning.
- The creative area is particularly inviting to children. They help themselves to resources which are stored in jars at their level so that they can see what is available to them.
- Leaders and managers have worked hard to ensure staff are knowledgeable about the policies and procedures in place to keep children safe.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching and plan accurately for children's learning needs particularly when mixed ages of children are cared for in one room together	18/02/2016
■ improve the programme for the professional development of staff through effective systems for monitoring and observing staff in order to improve teaching.	18/02/2016

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

- improve the environment, in particular the outdoor area in order to motivate and interest children
- develop knowledge of what children know understand and can do when they start at the setting in order to make accurate assessments and inform progress

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with a member of staff nominated by the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector looked at relevant documentation including children's records, evidence of the suitability of staff working in the provision and some policies and procedures.

Inspector

Ann Doubleday

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have worked hard to improve their knowledge of the Early Years Foundation Stage and ensure that the actions arising from the last inspection have been addressed. Staff have not been sufficiently supported to ensure that the quality of teaching is consistently good, for example through peer observations and their professional development. The arrangements for safeguarding are effective. Policies have been extensively updated and staff have completed training. Management have attended further training and have ensured that safeguarding is frequently on the agenda at staff meetings enabling staff to be secure in their knowledge.

Quality of teaching, learning and assessment requires improvement

Staff accurately assess what children can do and plan for the next step in their learning. They are clear about the age and stage of development that children are working within. On the day of inspection, the children were cared for in one room. Activities are not always adapted to meet the needs of the different age ranges of the children and they become bored. For example, a younger child found the jigsaw was too difficult. Staff did not recognise this and provide them with a more suitable puzzle, so the child wandered off aimlessly. When older children were playing with animals and showed an interest in where dinosaurs lived, this was not followed up. Parents are kept well informed about their children's progress through informal discussions with their key worker and attendance at open days. They also contribute to individual children's 'wow' boards displayed in the playrooms. Relationships with other settings and professionals are well developed. This means that children are supported in their move to school.

Personal development, behaviour and welfare require improvement

Children are happy and settled and their care needs are appropriately met. They have developed secure attachments with the staff. This is demonstrated through the way that children approach their key worker for cuddles throughout the day. Staff reward children for their positive behaviour for example, by giving them stickers at circle time. This helps children to behave well. Children's health needs are effectively promoted by staff as they consistently implement the nursery exclusion policy to control infectious illnesses. They help children to understand why they need to wash their hands, and that it is healthy to eat fruit at snack time. Some aspects of the environment are well set out, in particular the creative area. The outdoor area is not as well developed. Although children enjoy being outdoors, the environment does not provide children with a good range of activities to fully support their learning and play.

Outcomes for children require improvement

Improvements have been made to secure the accurate assessment of children's progress towards the early learning goals. Staff liaise with parents and other professionals to ensure that any gaps in children's learning are identified and narrowed. Parents are not asked about what children already know and can do when they first start attending the setting. This means that activities cannot be tailored to meet children's individual learning needs right from the start.

Setting details

Unique reference number	EY296430
Local authority	Bradford
Inspection number	1033898
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	32
Number of children on roll	18
Name of provider	Linda Maria Skirrow
Date of previous inspection	31 July 2015
Telephone number	01274 532811

Baildon House Nursery was registered in 2005. The nursery employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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