

Lady Castle Nursery

Bradford Girls Grammar School Campus, Squire Lane, Bradford BD9 6RB



Inspection date	11 March 2016
Previous inspection date	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 manager is ambitious for children and is committed to providing a high-quality service for families. She monitors the quality and has a clear view of the strengths and areas for development. Parents and children are fully consulted and regularly contribute ideas of how the nursery can be further improved.
- Children's physical well-being is effectively supported. Children are very motivated and use large equipment skilfully to challenge their physical capabilities. They learn to manage risk and know how to keep themselves safe during a range of activities.
- Staff recognise the uniqueness of each child. The highly effective key-person system helps to ensure that all children's emotional well-being is effectively supported. Babies develop a strong sense of security and build close attachments to staff. Individual key persons provide consistency and continuity throughout a child's time in nursery.
- Parents are extremely complimentary of how the staff tailor the care and education to meet their children's individual needs. Effective partnerships with parents, other professionals and agencies support disabled children and those with special educational needs to make good progress in their learning and development.
- Staff create a culture that values and celebrates diversity. They understand the importance of promoting children's regard for each other and their unique backgrounds.

It is not yet outstanding because:

- Performance management arrangements are in place. However, these do not yet focus precisely on supporting all staff to make meticulous assessments and develop outstanding teaching practice, to raise children's achievements to the highest level.
- The organisation of group times does not always ensure that activities match children's learning needs, interests and abilities.

What the setting needs to do to improve further

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

- refine performance management to focus more precisely on developing outstanding teaching and assessment skills
- revise the organisation of group time so that all activities are consistently and precisely matched to children's needs, including younger and more-able children.

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 manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector held a meeting with the manager and deputy manager. She looked at policies and procedures and discussed the nursery's self-evaluation documentation.
- The inspector spoke to three parents during the inspection and took account of the written views of other parents provided for the purpose of the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff's knowledge and understanding of child protection are strong. The manager keeps abreast of changes to legislation and ensures these are swiftly introduced. Robust recruitment procedures ensure that staff are suitable. The comprehensive induction procedures and regular supervision meetings support all staff and trainees to understand their roles and responsibilities. Staff are qualified. Some are supported to achieve higher qualifications through the local teaching school. All staff are trained in working with babies, which has a positive impact on their learning and development. The manager monitors children's progress across all areas of learning. Where any gaps in their development are identified, interventions are put in place to help children catch up quickly.

Quality of teaching, learning and assessment is good

The indoor and outdoor learning environments are very stimulating and provide excellent opportunities for children to make safe and independent choices. Children eagerly join in activities and show great enthusiasm and positive attitudes towards their learning. Staff effectively support children's communication and language skills. They follow children's interests and challenge their thinking as they make birthday cakes with dough. Children demonstrate their good language skills and memory recall when describing how the cake gets hot in the oven. Staff are deployed well and join in children's imaginative play. Older children invent games together and present adults with dinosaur cards for visiting the dinosaurs in the woods. Staff support children's understanding of the world as they encourage them to describe the features of the different dinosaurs they play with.

Personal development, behaviour and welfare are good

Children demonstrate that they are settled and have a very positive attitude to learning. The free-flow system throughout nursery, and the family groupings that have been recently established, help to build babies' and young children's confidence to explore. Older children happily approach visitors and present them with envelopes that contain the artwork they have created. Staff provide very clear expectations. Children display very polite, caring behaviour towards each other and staff. Children self-serve the nutritious food they enjoy. Staff provide just the right amount of support to build young children's skills in using knives and forks to eat their lunch. Staff are vigilant in ensuring that children's individual dietary needs are fully met. Children display a good understanding of how eating healthily and exercise help them to build strong bodies and muscles.

Outcomes for children are good

Children make good progress in their learning. Older children demonstrate good literacy skills. They accurately write their name and a range of other recognisable letters of the alphabet. All children borrow books from nursery to share with parents at home. This helps to promote a love of books and assists children in developing their early reading skills. All children are developing the dispositions and attitudes they need for the future, including being ready for school. Relationships with schools in the area are strong. This helps to support a smooth move to school when the time comes for children to start.

Setting details

Unique reference number	EY475051
Local authority	Bradford
Inspection number	978684
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	136
Name of provider	Lady Castle Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01274 367044

Lady Castle Nursery was registered in 2014. The setting employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including two with Early Years Teacher status. The nursery opens from Monday to Friday all year round, apart from two weeks at Christmas and on bank holidays. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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