

Inspection date

Previous inspection date

1 April 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

- Children make good progress. Staff provide well-planned activities and learning opportunities based on children's interests. Resources are of a high quality and easily accessible, and children are busy and engaged in a wide range of activities. Children are challenged and stimulated by well-qualified staff.
- Children attending the nursery are happy and confident. Staff nurture children extremely well and the key-person system is effective in building their confidence. This helps to promote children's emotional well-being.
- Children show great curiosity, want to explore new things and are inquisitive. They play and learn independently and alongside their friends. Children are developing the personal qualities that enable them to concentrate and take responsibility for small tasks. These skills support children to be ready for school.
- There is excellent communication between parents and staff. This helps to build and maintain strong trusting relationships. Parents spoken to on the day of the inspection are extremely happy about the service provided, saying their children settle easily; they are especially happy about their child's progress.
- Leaders and managers are reflective and recognise their strengths and any weaknesses in the provision. There is a strong drive to improve their provision, raise standards and promote the best possible outcomes for children.

It is not yet outstanding because:

- The manager has not yet been highly effective in using assessment information about the progress made by different groups of children to inform priorities for improvement.
- Partnerships with some local schools that children move on to are not yet fully effective.

What the setting needs to do to improve further

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

- make better use of the assessments of the progress made by different groups of children, in order to help identify and address developments to further enhance the outcomes for children
- build on partnerships with local schools that children move on to, in order to fully complement children's care and learning experiences.

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 spoke to the staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the registered individuals. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The welfare of children is paramount, and staff implement effective and regularly reviewed policies and procedures to keep children safe. Staff have a good understanding of how to reduce risks for children, while still allowing them to have plenty of opportunities to develop. All staff are vetted to make sure that they are suitable to care for children. Staff are well qualified. Managers make effective use of supervision meetings to identify further training needs and enable staff to continue to extend their knowledge. Staff work closely with the local authority and use its services to improve their practice and support children who need extra help. Overall, self-evaluation is well established and is used effectively to improve the nursery.

Quality of teaching, learning and assessment is good

Staff gather important information from parents before children start at nursery. They build upon this information through regularly observing and assessing children's progress. From this, staff plan interesting and purposeful activities that children enjoy. Children's speaking and listening skills are promoted well. One way staff do this is through engaging them in meaningful conversations throughout the day. Staff also read stories to children and encourage them to sit and listen well. Furthermore, staff provide a range of opportunities to teach children good literacy skills. Children find their names at self-registration and use a variety of media in the role-play area as they write notes during their play. Staff provide a stimulating learning environment, both indoors and outdoors, and children show high levels of involvement in their play. They use regular opportunities to effectively incorporate aspects of learning into children's play. For example, staff often model mathematical vocabulary during play and children are encouraged to count. They use a range of questions to help children make predictions and think for themselves.

Personal development, behaviour and welfare are good

Children behave well and staff encourage their good manners. They learn about diversity and valuing one another. Staff act as good role models who children look up to. Children learn about healthy lifestyles through a variety of effective ways. They are given lots of opportunities to practise their independence and show their good physical skills. Children happily attempt to use a knife and fork to eat, with plenty of praise and encouragement from staff for their efforts and achievements. Staff help children to learn about how to keep themselves safe. They supervise children effectively and ensure their safety and well-being are fully promoted. Children are motivated to do things for themselves, such as putting on their coats for outdoor play. They are confident to access their own environment and carry out self-care tasks, such as washing their hands.

Outcomes for children are good

All children make good progress in their learning and development, including those in receipt of additional funding. Staff listen to the children, involve them in the planning and evaluation of activities and show them care and respect. Children become independent in self-care and gain confidence in using key skills in preparation for the next stage in their learning.

Setting details

Unique reference number	EY486500
Local authority	Bradford
Inspection number	1003972
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	1 - 4
Total number of places	50
Number of children on roll	56
Name of provider	Manynaz Bi And Mohammed Dilpazir Partnership
Date of previous inspection	Not applicable
Telephone number	01274 774941

Little Hearts was registered in 2015. The nursery currently employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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