

# Wilsden Village Nursery School

Village Hall, Townfield, Wilsden, Bradford, West Yorkshire, BD15 0HT



<b>Inspection date</b>	2 December 2015
Previous inspection date	4 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Key staff demonstrate a clear focus and deep commitment to getting to know the children and their families very well. Staff speak passionately about the children's individual care needs, personalities and development. They are proud of the effective measures they have taken to aid children's progress.
- The staff's peer on peer observations, and subsequent discussions, are creating a highly reflective environment. Staff are able to carefully consider the quality of their work with the children and how they can continue to improve.
- Due to well understood routines and skilful interaction, children develop a clear understanding of how to keep themselves, and their friends, safe in the nursery environment.
- Staff monitor children's progress carefully using their own observations, information from home and from other childcare providers. This is used well to make sure that all staff and most parents understand what they need to do to support each child to make the best possible progress.

### It is not yet outstanding because:

- Innovative ways to work with parents who do not readily engage with the nursery, or accept support with their children's learning, have not been fully explored.
- Processes for self-evaluation and continuous improvement are not sufficiently focused on what would have the greatest impact on children's learning and the overall quality of the provision.

## What the setting needs to do to improve further

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

- Continue to develop innovative strategies for engaging all parents in their children's learning and development to ensure that children's needs are fully supported.
- Develop and refine processes for continuous improvement to provide a clear focus on what improvements would have the greatest impact on staff's confidence and children's learning.

### Inspection activities

- The inspector observed children taking part in a range of activities and care routines both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the two managers of the provision.
- The inspector carried out a joint observation with one of the managers and observed a range of teaching during free play sessions.
- The inspector took account of the views of parents spoken with on the day of inspection and view expressed in questionnaires.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including a sample of policies and procedures.

### Inspector

Elizabeth Patricia Edmond

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff regularly access training and understand how to implement their policies and procedures to safeguard children. Measures to ensure that staff are clearly focused on safeguarding issues are innovative and very effective. All staff are trained in paediatric first aid. Managers actively engage others in their self-evaluation process. They listen to parents, children, staff and visitors and take all data and opinions into consideration. This promotes a shared responsibility and commitment to continuous improvement. However, the resulting action plan does not fully reflect what could have the most significant impact on the quality of provision and could take children's engagement and learning to an outstanding level.

### Quality of teaching, learning and assessment is good

Although the premises present a degree of challenge to the staff, they plan and provide a very stimulating learning environment for the children. Children choose from a broad range of interesting and exciting activities, indoors and out. Extremely effective adult support during the periods of free play means that children become very confident, independent learners. Carefully planned, and effectively monitored, routines for snack and group time mean that children capably follow instructions, listen carefully and understand about their own safety. For example, when staff skilfully help children to revisit what they learnt previously, children demonstrate a high level of understanding in their role play, using clipboards and pencils to organise a pretend trip and monitor safety.

### Personal development, behaviour and welfare are good

Due to the highly effective support, positive relationships and the settled environment, children are confident and very well behaved. They are proud of their achievements and help each other readily. For example, they pass craft equipment or fasten their friend's apron. Strategies to strengthen relationships and guide parents on how they can support their children's learning are very effective in most cases. Parents explain how they have enjoyed the 'Learning Together' sessions and that these have provided a real insight into their child's learning. Staff talk enthusiastically about how their training has further enhanced children's home learning. Parents confirm that they have benefitted from the tailor-made activity bags that staff have provided and that they appreciate this individual focus on their child's needs. Children learn to enjoy a healthy lifestyle. They have fun developing their confidence and skills in the outdoor area and they benefit from the healthy snacks provided. Staff's skilful interactions with children help them to learn why their milk is good for them and understand how to manage their own safety indoors and out. Children learn to hold up the 'unsafe' symbol to inform the staff and their friends that there is a potential hazard. Consequently everyone is aware when, for example, water has been spilled on the floor, or there is a toy near the steps.

### Outcomes for children are good

Children make good progress and develop the skills and behaviour that they need to be ready for school. The teaching and care provided by staff means that all children receive very good support to catch up quickly if they are behind.

## Setting details

<b>Unique reference number</b>	302008
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1005330
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Wilsden Pre School Committee
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	01535 275534

Wilsden Village Nursery School opened in 1976 and is operated by a volunteer parent committee. It operates from the ground floor of Wilsden Village Hall in the Bradford district of West Yorkshire. The nursery opens five days a week, from 9am to 3pm, term time only. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are nine members of staff. One of the managers holds Qualified Teacher Status. There members of staff are qualified at Level 3, one at Level 2 and one at Level 6. There are three unqualified support staff who have attended basic training.

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