

Wishing Tree Nursery And Pre-School

166 Keighley Road, Bingley, BD16 2DZ



Inspection date

2 August 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. She has an accurate view of the quality of service provided. Effective self-evaluation successfully involves the opinions of parents and staff. This helps to drive further improvement and benefits children.
- Staff have a good knowledge and understanding of how young children learn and develop. The quality of teaching is consistently good and all children are making progress in their learning and development.
- Children's communication and language development are well supported. Children join in enthusiastically with songs and rhymes. Staff read stories in dual language, supporting children's acquisition of English and their home language.
- Staff are good role models and very polite to children. They set consistent and clear expectations for children's behaviour and help them negotiate and resolve any conflict. Children share resources, cooperate together and build friendships with each other.

It is not yet outstanding because:

- The programme of continuous professional development for staff is not yet sharply focused to raise the quality of teaching to the highest level.
- Staff sometimes miss opportunities to extend children's critical-thinking skills. This is because they do not always give children sufficient time to process their thoughts and answer staff's questions.
- The manager is still developing assessments systems for checking children's achievements. These support the assessment of individual children's development but do not yet monitor the progress of specific groups of children.

What the setting needs to do to improve further

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

- focus on the professional development of staff to help raise the quality of teaching to the highest level
- help children to develop their critical-thinking skills further and provide them with sufficient time to think about their answers and respond to questions
- embed systems for checking individual children's achievements and monitor the progress of specific groups of children to identify any gaps in learning.

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 carried out an evaluation of teaching with the manager following a joint observation of a planned activity.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector held discussions with staff and talked to children throughout the inspection.
- The inspector discussed the settings self-evaluation. She took account of the views of parents spoken with during the inspection.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are trained in child protection and fully understand their role in keeping children safe from harm. They have a good knowledge of the procedures to follow if they have concerns about a child's welfare. Robust recruitment procedures are in place and staff's suitability is consistently checked. Almost all staff are qualified and trainees are well supported. An effective induction process and regular meetings help to ensure that staff are clear about their roles and responsibilities. Staff observe children and, generally, accurately assess their progress. Partnerships with parents are well developed. They speak highly of the nursery and value the way staff care for their children and promote their learning and development.

Quality of teaching, learning and assessment is good

Staff are sensitive to babies' communication. They display lively facial and body expressions that engage babies very well. This helps them to concentrate and persist in exploring the resources and sensory experiences provided for them. Staff model skills, narrate and encourage babies' participation to extend their understanding. Young children demonstrate very good listening and attention skills as they enthusiastically act out action songs and predict the animal sounds. They talk about the cold of the ice and correctly name sea creatures. Staff work alongside older children as they play with the dough. Children display good coordination and control as they pinch and roll it with skill. They display imagination and act out scenarios using play characters. Children begin to develop their understanding of people who are different to them, through their explorations.

Personal development, behaviour and welfare are good

Staff are very caring and provide sensitive support for all children. Settling-in sessions are individually tailored to help ensure that children experience a smooth move into nursery. Furthermore, moves between rooms and on to school are effectively supported and individualised to promote children's emotional well-being. Each room is welcoming and well resourced. All children come to nursery happily and with enthusiasm. Children are actively encouraged to become increasingly independent. Younger children put on their own coats and help to serve meals. Older children put on their shoes and pour their own drinks. Children are developing good hygiene practices and know to wash and dry their hands before meals. They enjoy a variety of healthy snacks and freshly cooked food. Staff provide a range of outdoor experiences each day. This helps to encourage children to be physically active. Younger children build confidence and learn to manage risks safely as they climb up and slide down the small slide. Children's physical well-being is strong.

Outcomes for children are good

Children are motivated and active learners who are eager to participate in activities. Babies learn to communicate, play alongside others and gain good control over their movements. Older children enjoy learning about the weather. They listen attentively as they participate in adult-directed activities and identify the month and the year. Children are achieving in line with typical expectations for their age. All children are developing the competencies they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY489681
Local authority	Bradford
Inspection number	1016941
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	0 - 5
Total number of places	44
Number of children on roll	65
Name of registered person	Sally Jane Robson
Registered person unique reference number	RP909550
Date of previous inspection	Not applicable
Telephone number	01274562962

The Wishing Tree Nursery And Pre-School was registered in 2015. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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