

Children's Place Mayfield

The Mayfield Centre, Broadway Avenue, Bradford, BD5 9NP



Inspection date

21 November 2016

Previous inspection date

14 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- There is a strong emphasis on fostering children's emotional well-being during the effective settling-in period. As part of this, there is close partnership working with parents which continues thereafter. Children have developed secure attachments with staff which build on their confidence and self-esteem.
- Staff promote children's language skills well, including children who speak English as an additional language.
- Staff create a safe, vibrant and stimulating environment. The well-considered layout of the nursery environment helps to foster children's independence. Children can readily move between indoors and outdoors, which successfully facilitates their preferred learning styles and interests. This contributes to the good progress children make.
- There are highly effective partnerships working with other professionals to support children, including those who have special educational needs. Inclusion is at the heart of the nursery. Staff are proactive in reflecting the backgrounds of the families who attend. This helps to foster their sense of belonging.
- The provider and staff share the same strong drive for improvement. There is effective self-reflection, resulting in precisely targeted areas for development. This contributes well to the progress the nursery has made since their last inspection.

It is not yet outstanding because:

- Staff do not always recognise when children may require additional support during some activities and care routines.
- The manager's monitoring of staff practice is not yet rigorous enough to precisely identify how teaching can be improved to the highest level.

What the setting needs to do to improve further

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

- help staff to be more alert to times when some children may require additional support to complete tasks
- provide more precisely focused monitoring of staff practice to improve teaching to the highest level.

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 staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as self-evaluation, written feedback from parents and other professionals, records of learning, planning and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Child protection issues are well understood. Hazards are minimised well and access to the nursery is stringently managed. Staff continually check how many children are present. This is especially important due to the free-flow environment and children coming and going at different times while settling in. The provider and staff, many of whom are new, use a variety of sources to review and develop the nursery practice. Staff's qualifications have a positive impact on outcomes for children and staff attend further training. Parents receive regular newsletters and access a wide array of displayed information. There are regular progress meetings with parents, as well as daily discussions about how they can support children's learning together. Parent feedback, both written and verbal, is very complimentary.

Quality of teaching, learning and assessment is good

Staff know children well. They closely monitor what children know and can do and plan well for what they need to learn next. Parents are involved in the life of the nursery, for instance, through stay-and-play sessions. Staff demonstrate, overall, good quality interactions. They are enthusiastic, which helps to motivate and engage children. Children delight in exploring the wide range of sensory media and materials. They investigate change while mixing dough ingredients and build with interesting small construction items. Staff speak a variety of languages and obtain and display basic words or phrases from parents in children's home languages, where this is not familiar to them. There is a wide variety of print and photographs and children's interest in books is fostered in all play areas. This helps to support children's early literacy skills.

Personal development, behaviour and welfare are good

Important information is exchanged with new parents, enabling staff to meet children's individual needs and establish what children already know and can do upon entry. Children's move to the local pre-school is well supported to ensure their continued sense of security. Staff act as positive role models, helping children to learn important social skills. Children decide when they would like to have snack. They make choices from healthy snack options, managing simple tasks, such as pouring a drink and peeling an orange. Children learn to take managed risks under the close supervision of staff as they climb and balance outdoors. Staff reinforce their understanding of dangers and keeping safe, explaining why they are mopping up spilt water. Children have ample opportunities to develop an early awareness of difference.

Outcomes for children are good

Children make good progress from their starting points. Any gaps between the attainment of groups, including children who speak English as an additional language and those who have special educational needs, are closing. This is as a result of effective assessments and early intervention. Children are eager to join in and are developing early skills that prepare them for moving on to pre-school and then, ultimately, school. They are learning to be kind, share, take turns and play alongside others. They are quickly learning about behavioural expectations, especially given that many of the children are relatively new.

Setting details

Unique reference number	EY452092
Local authority	Bradford
Inspection number	1027979
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	30
Name of registered person	The Children's Place Ltd
Registered person unique reference number	RP520747
Date of previous inspection	14 February 2013
Telephone number	01274 736884

Children's Place Mayfield was registered in 2012. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications, two are at level 2, three are at level 3 and one is at level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until midday and from 12.45pm until 3.45pm. The nursery solely accommodates two- and three-year-old children eligible for funded early education.

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