

# University of Bradford Nursery

Laisteridge Lane, Bradford, West Yorkshire, BD7 1DP



## Inspection date

8 March 2017

## Previous inspection date

3 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 nursery is led and managed by a skilled and knowledgeable leadership team. Managers are committed to their role and show an ambitious vision for the nursery. There is a strong focus on teamwork and staff are provided with good support. This includes supervision, performance management and regular training opportunities.
- The wide range of self-evaluation tools and processes make a strong contribution to the ongoing improvements throughout the nursery. Parents are greatly involved and their feedback is valued. The parent forum and regular questionnaires provide a good opportunity for parents to offer their thoughts on the nursery and how it is run.
- The key-person system is highly effective. Settling-in arrangements and transitions throughout the nursery are well planned and facilitated according to the individual needs of the child. This greatly fosters children's emotional well-being and confidence.
- Staff's teaching and interactions with children are well matched to the age group they work with. Staff in the baby room are warm and nurturing while those working with the oldest children are enthusiastic, animated and dynamic. All children make good progress from their starting points.

### It is not yet outstanding because:

- While staff gather much information from parents when children first start, this is largely care based. Furthermore, staff do not use this information to help inform early assessments of children's progress.
- On occasion, staff do not always consider the impact of background noise on children's ability to concentrate and engage more deeply in their activities.

## What the setting needs to do to improve further

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

- gather a wider range of information from parents regarding children's achievements when they first start at the nursery, and use this information to inform initial assessments of children's progress
- support children to build on their listening and attention skills and develop their levels of concentration.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the manager and deputy of the nursery and took account of their evaluations.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and deputy of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including self-evaluation and policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff are vigilant and understand the procedures to protect children's welfare. All staff receive relevant training and are regularly updated via staff meetings. The detailed safeguarding policy further underpins staff's good practice. Robust recruitment, induction and vetting procedures are in place to help ensure all staff are suitable to work with children. The nursery is very secure and risks are identified and minimised effectively so that children can play in a safe environment. The manager is aware of changes that must be notified to Ofsted. Children's progress is subject to close monitoring and programmes of support are very swiftly implemented, to help ensure children make good rates of progress. Children who have special educational needs and/or disabilities are supported well. Targeted programmes of support are swiftly implemented and there is good communication and information sharing between all involved. All children benefit from the good partnerships in place with other professionals.

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

Teaching is constantly strong across the nursery. Staff are well qualified and use their skills effectively to engage in high-quality interactions with children. Staff help babies develop their curiosity and build on their emerging language skills. They follow babies' interest in scarves and model ways to use them. They use a good narrative as they describe what they are doing and encourage babies and young children to copy and repeat. Older children enjoy using their imaginative skills in the hospital role play area. Staff are skilful at maximising learning as they use resources from around the room to enhance the children's play ideas. They add writing materials for children to write prescriptions and use their literacy skills. Children who speak English as an additional language are supported well by staff. Children develop a good level of English and have opportunities to play and learn using their home language. Staff regularly assess children's development, through good quality observations, and plan for their next steps effectively.

### Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment. Children confidently enter the nursery and are quick to settle in and begin play. Children's behaviour is excellent. They respond positively to staff's behaviour management which is implemented effectively and consistently. Children develop a good awareness of safety. They enjoy dressing up as builders, complete with a range of safety wear, such as hard hats and high-visibility jackets. They enjoy visits from the local police and fire service to further support a good understanding of safety and those who help us. Healthy lifestyles are embedded into every practice. Children follow excellent hygiene routines and learn about the importance of a healthy diet.

### Outcomes for children are good

Children are active learners and display excellent thinking skills. They are keen, motivated learners who are independent and self-assured. They develop important skills which help them prepare for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	302068
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1063909
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	University of Bradford
<b>Registered person unique reference number</b>	RP523215
<b>Date of previous inspection</b>	3 July 2013
<b>Telephone number</b>	01274 234866

University of Bradford Nursery opened in 1992. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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