

BHT Early Education and Training @ Holme Wood

Holme Wood Childrens Centre, Haslemere Close, Bradford, West Yorkshire, BD4 9EB



Inspection date

13 March 2017

Previous inspection date

26 June 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 manager and deputy manager are highly qualified. They are ambitious and committed to providing the best quality service they can for children and their families. They have an accurate view of the strengths and areas for development. This helps to drive further improvement and enhances experiences for children.
- Partnerships with parents are strong. Staff work closely with parents and provide a range of support to help them enhance their children's learning at home. Parents are highly complimentary about the support that they and their children receive.
- Staff are skilled in supporting children to develop their communication and language skills. They use effective approaches to help ensure that children make good progress with developing their vocabulary and speaking, listening and attention skills.
- Staff encourage children's mathematical development very well. They provide a variety of experiences to develop their understanding of a wide range of mathematical ideas.
- Children's physical well-being is extremely strong. Staff provide outdoor and indoor learning experiences that promote and challenge children's physical abilities.

It is not yet outstanding because:

- Performance management does not yet focus precisely on supporting all staff to develop outstanding teaching and meticulous assessments, to raise children's achievements to the highest level.
- The lunchtime routine in the baby room is not always consistently implemented to maximise babies learning and development.

What the setting needs to do to improve further

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

- refine performance management to focus more precisely on developing outstanding teaching and assessment skills
- review the organisation of the lunchtime routine in the baby room to help ensure that babies learning and development is maximised.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the setting's manager. She scrutinised policies and procedures, children's records, staff qualifications and evidence of the suitability of staff working in the setting.
- The inspector discussed the setting's self-evaluation with the manager and deputy manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff display a secure understanding of child protection. They are trained in safeguarding and thoroughly understand how to keep children safe from harm. The very secure entry systems contribute further to the safe environment for children. The centre manager and deputy manager complete staff inductions and supervision sessions. This helps to enhance staff's knowledge and skills. The manager and deputy manager monitor the progress that different groups of children make. Any delays in children's development are swiftly identified and interventions put in place to help them catch up quickly. Staff work very closely with a range of other professionals. This helps to ensure that children's individual needs are fully supported.

Quality of teaching, learning and assessment is good

The staff team is qualified. They use their good teaching skills to effectively promote children's development. Staff make regular observations and assessments of children's learning. They use these to plan activities that support their individual learning needs. Older babies show delight as they repeat short sentences that staff say. Responsive adults sensitively engage babies in playful interactions. Older children particularly enjoy making dough. They concentrate very well as they use cups to carefully measure the ingredients. Staff skilfully extend children's understanding of the quantities needed and help them to understand how the dry ingredients change when water is added. Children search enthusiastically in the garden and know where to look for worms. Staff provide gardening experiences that help children to learn about growing food and develop their understanding of where food comes from.

Personal development, behaviour and welfare are good

Staff provide a warm, welcoming and well-resourced environment. Children are happy and comfortable in the centre. They develop a strong sense of security and their emotional well-being is strong. Children are very kind and caring towards each other. Children spontaneously make 'birthday cakes' for friends. They place dough in bun cases, add lolly sticks as candles and confidently find the child to sing Happy Birthday to. Staff are calm and respectful. They have high expectations of children and help them to understand boundaries. Children are learning to consider others and take turns during group situations. Their behaviour is good. Children are developing their understanding of how to remain safe and healthy, for example, staff respond to comments children ask about eating salt. They help them to understand how too much salt is not good for their bodies.

Outcomes for children are good

All children, including those in receipt of additional funding, are making good progress in their learning. Boys are developing good literacy skills. They recognise letters of the alphabet and use their knowledge of letter sounds to spell simple words, such as cat. Children are extremely confident, motivated and enthusiastic in their learning. They are developing the skills, dispositions and attitudes needed for the future. Children are well prepared for starting school.

Setting details

Unique reference number	EY336949
Local authority	Bradford
Inspection number	1064892
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 - 11
Total number of places	60
Number of children on roll	126
Name of registered person	Surestart BHT
Registered person unique reference number	RP901059
Date of previous inspection	26 June 2013
Telephone number	01274684455

BHT Early Education and Training @ Holme Wood was registered in 2006. The centre employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status and the deputy manager has early years teacher status. The setting opens from Monday to Friday, all year round, apart from a week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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