

Bradley Early Years Centre

Bradley Road East, Nelson, Lancashire, BB9 7QH



Inspection date

2 June 2017

Previous inspection date

26 May 2015

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 her staff have worked hard to address the recommendations made at the last inspection. Group times are now planned well to ensure the learning needs of all ages of children are considered.
- There are very good resources, both indoors and outdoors, and children have access to a wide range of activities. Children have good opportunities for continual learning. They have regular opportunities to be physically active in the spacious outdoor area. Staff help children to further develop their skills and they promote their good health.
- Teaching is consistently good. Experienced staff are very good role models for those who are less experienced. Staff are effective in providing opportunities to build on children's existing skills, knowledge and interests. Therefore, children are motivated and engaged in their play.
- Children feel safe and secure in this welcoming setting. Children's safety and welfare is promoted consistently. Consequently, children enjoy their time at the setting.
- Parents speak highly of the provision and have many opportunities to support their child's learning. Parents are encouraged to attend meetings with staff to discuss their child's development, enabling any concerns to be addressed early.

It is not yet outstanding because:

- Staff do not promote children's independence as much as possible. Occasionally, they do things for children that the children could manage themselves.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their growing independence as far as possible.

Inspection activities

- The inspector observed children engaging in activities in the indoor and outdoor areas.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during inspection.
- The inspector looked at children's records, evidence of staff suitability, policies, procedures and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Michaela Francioli

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have high levels of knowledge and understanding of the signs and symptoms of abuse. Staff know what action to take should they have a concern about a child. The manager has a good understanding of the need for self-reflection and reviewing practice. Staff's and parents' views are listened to and improvements are identified and implemented. The manager and her staff work collaboratively with other professionals, including the attached nursery school. Children's learning, development and welfare are positively promoted. Comprehensive systems are in place for the supervision of staff. Staff are committed to developing their practice and ensuring continuous improvement. The manager's organisational processes are thorough and records are kept accurately.

Quality of teaching, learning and assessment is good

Staff are knowledgeable and have high expectations for children's learning. Assessments are accurate and activities are based on children's interests and address any gaps in their learning. Children are encouraged to join in at story time and staff are skilful at engaging them and extending their vocabulary. Children enjoy their participation, repeating familiar refrains, recalling events in stories and predicting what might happen next. Staff engage appropriately in children's play and encourage them to extend their thinking. For example, they ask questions about events that children experience, such as a trip to the zoo. Children are given the time to play, explore and develop their imagination. They persevere to succeed at tasks and solve problems. For example, when building with crates and wooden blocks, children work out where blocks fit and imagine they are in a castle. Children are engaged well and motivated to learn.

Personal development, behaviour and welfare are good

Children's behaviour is very good and staff intervene rapidly and effectively to address any challenging behaviour. There is a very good and effective key-person system in place and trusting, caring relationships have been formed. Children appear content and happy at the setting. Children learn to respect and value each other and their differences. They develop an understanding of their wider community, for instance through trips to local events. Routines and boundaries are well embedded and children show understanding of what is expected of them. Children have awareness of personal hygiene, for example, when washing their hands for lunchtime.

Outcomes for children are good

Children make good progress from their starting points. They are working comfortably within levels of achievement that are typical for their age. Children are well prepared for their next stage in learning, including in readiness for starting school.

Setting details

Unique reference number	EY276110
Local authority	Lancashire
Inspection number	1091854
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	38
Number of children on roll	67
Name of registered person	Bradley Early Years Centre
Registered person unique reference number	RP522097
Date of previous inspection	26 May 2015
Telephone number	01282 694627

Bradley Early Years Centre registered in 2004. The setting employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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