

St Marys Community Nursery CIC

1 Hind Street, Wyke, BRADFORD, West Yorkshire, BD12 8JT



Inspection date

20 June 2017

Previous inspection date

3 June 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 providers meticulously monitor and analyse children's progress. There is swift early intervention and excellent levels of support where progress is identified as less than expected. This includes extremely effective partnership working with other professionals.
- Children are happy and confident. They eagerly join in with activities. Staff's enthusiasm and good interactions enhance children's enjoyment, build on their positive approach to learning and help them to make good progress.
- Children are developing good levels of independence. They are able to choose whether to play indoors or outdoors, facilitating their preferred learning styles.
- Staff are good role models. They help children to develop important social skills, including kindness and a respect for others. Children have many opportunities to value and appreciate differences. Staff use effective strategies to support children's understanding of the daily routines, rules and boundaries.
- Staff work closely with parents to meet children's individual needs, promote their emotional well-being and support their learning together.
- Staff effectively promote children's safety and physical well-being.

It is not yet outstanding because:

- Systems for monitoring staff's practice are not yet fully embedded or precise enough in targeting key areas that will improve teaching to the highest possible level.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff's practice to more precisely target strategies for raising the quality of teaching even further.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the providers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The providers are fully involved in the day-to-day running of the nursery. This contributes well to the strong and successful leadership and management. Effective self-evaluation leads to continually updated development plans which are successfully implemented. The views of parents, children and staff are actively encouraged, in order to help improve the practice. For example, children help to choose new resources and questionnaires are used to get staff's and parents' feedback. Safeguarding is effective. Staff have a secure knowledge of child protection issues and create a safe and secure environment. Regular progress summaries are shared with parents who are encouraged to share their own observations and support children's learning at home. Parents say they enjoy adding their child's achievements at home to the 'wow' tree and taking home the nursery toy bear and diary.

Quality of teaching, learning and assessment is good

Staff's qualifications, regular supervision meetings and further training opportunities contribute to the overall good teaching. Staff know children well. They incorporate children's interests when planning next steps in learning and complement activities with outings. Children develop early mathematical and literacy skills. For example, they recognise words as they find their name on arrival and learn about size and volume while using different containers during water play. Children's early speech and language are well supported, including through the use of sign language. Children delight in singing songs, supported by the use of visual aids and enjoy favourite stories. Staff make the necessary adaptations for children who have special educational needs and/or disabilities to ensure they are included well and meticulously follow individual support plans.

Personal development, behaviour and welfare are good

Staff gather important information from parents on entry. This helps them to provide tailored care for each child during the setting-in period and thereafter. The strong key-person system contributes successfully to children feeling secure and confident. Children's continued sense of security is fostered well as they move between settings or start school. Children are encouraged to do things for themselves. They make decisions, such as when they would like their healthy snack which they serve themselves. Children are encouraged to manage risks, for instance, as they use physical apparatus under staff's supervision. Staff prepare children for tidy-up time using sand timers and a bell. Children positively respond to these and to staff's warm praise and encouragement.

Outcomes for children are good

All children progress well in their learning in relation to their development on entry. This includes children who have special educational needs and/or disabilities and those in receipt of additional funding. Children are well prepared for moving on to school. They show good focus and engagement and have a positive approach to new experiences. Children are keen to test out and practise new skills. They behave well and build early friendships, playing collaboratively and sharing ideas during activities.

Setting details

| | |
|--|--------------------------------|
| Unique reference number | EY394542 |
| Local authority | Bradford |
| Inspection number | 1093915 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 45 |
| Name of registered person | St Marys Community Nursery CIC |
| Registered person unique reference number | RP529019 |
| Date of previous inspection | 3 June 2015 |
| Telephone number | 01274602457 |

St Marys Community Nursery CIC registered in 2009. There are nine members of staff, six of whom hold appropriate qualifications, five at level 3 and one at level 4. The nursery opens from Monday to Friday during term time. Sessions are from 8.45am to 3pm. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

