

# Worth Valley Private Day Nursery LTD

34 Wesley Place, Halifax Road, KEIGHLEY, West Yorkshire, BD21 5EH

## Inspection date

10/04/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- The educational programme is well planned to cover all areas of learning and provide challenging and motivating teaching and learning experiences for all children. As a result, children consistently make good progress in relation to their starting points.
- Effective and clear safeguarding procedures are in place, creating an environment where children feel safe and protected from harm.
- Partnerships with parents are promoted well, enabling parents to feel confident with the care their children are receiving and to be well informed about their progress.
- The nursery works well with a wide range of outside agencies to ensure that children of all abilities make optimum progress.

### It is not yet outstanding because

- The outdoor learning environment has not been fully developed to incorporate all areas of children's learning and development.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed children's activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers and talked to children, staff and key persons throughout the inspection.
- The inspector looked at children's planning records and assessment documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## **Inspector**

Mr Rasmik Parmar

## Full report

### Information about the setting

The Worth Valley Private Day Nursery was registered in 2013 on the Early Years Register. It operates from premises with three main playrooms on the first floor and one playroom on the lower ground floor. There is an enclosed outdoor play area on the ground floor. The nursery is situated in Keighley in West Yorkshire and serves families in the surrounding areas. The nursery is open Monday to Friday from 7.30am until 6pm, all year round except for Bank Holidays and a week at Christmas. There are currently eleven members of staff working directly with children, all of whom have an appropriate early years qualification at level 3 or above. There are currently 47 children attending who are all in the early years age range. Children attend a variety of sessions throughout the week. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery receives funding for two-, three- and four-year-old children. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

### What the setting needs to do to improve further

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

- enrich opportunities for children in the outside area to fully cover all areas of learning and development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy all learning experiences in the nursery because activities are interesting and carefully planned. As a result, all children make good progress given their starting points. Staff are skilled and they recognise children's different learning preferences and make accurate and evaluative assessments of their progress. This results in effective teaching and an educational programme that is both challenging and interesting for children. As a result, staff accurately plan for children's individual development needs and ensure that any gaps in their learning are rapidly closing. This is because they carefully reflect on what children enjoy and plan for their further progression. Children who have special educational needs and/or disabilities have very good support as staff are skilled at identifying any concerns regarding children's development. They work particularly closely and sensitively with their parents to ensure children make optimum progress. Strong links with additional agencies that further support the child in all areas of their development ensure that all options for supporting children's individual needs are fully explored. Overall, children play and learn in an environment that encourages them to become active learners and to develop good attitudes to learning.

Young children develop good physical skills indoors. For example, children engage in games and learn how to take turns and share. They use a parachute supported by staff and take it in turns to run underneath it as other children lift it from the floor. The children squeal with delight and laugh loudly, showing they are enjoying the activity and are fully engrossed in it. The nursery is fully inclusive and children are developing their skills in making a positive contribution. This is evident when a child with special educational needs and/or disabilities joins in and staff very sensitively redirect the activity with the parachute in order to involve the child. Children have many opportunities to be out in the fresh air in all weathers, as they can access an outdoor area covered with wood bark. Children and babies are taken out in turns, twice a day, to the enclosed outdoor area where activities are planned and purposeful. For example, preschool children use brushes and rollers to paint the wall with water as part of their ongoing learning experience. However, the outdoor learning environment has not been fully developed to incorporate all the areas of learning and development.

Staff are skilled and sensitive to children's needs. They ensure that babies are consistently stimulated as they explore a good range of resources and toys that inspire their curiosity. Children delight in discovering new textures, noises and experiences. Staff ensure that they stay on the floor with babies providing effective support for their communication and mobility skills. They maintain eye contact and encourage children to form words and copy actions. They communicate with children constantly and as a result, children are quick to learn. Staff support children's learning by asking questions to make them think, which provides effective support for their critical thinking skills. Older children confidently use the large equipment and wheeled toys with great enthusiasm. Children's literacy skills are well promoted as younger children enjoy making marks as they play and older children quickly progress towards writing their names and recognising text, which is good preparation for their move into full-time school. Effective partnership with parents contribute to highly valuable opportunities for keeping them fully involved in their children's progress and updating them on how their children learn. Children who speak English as an additional language are appropriately supported as staff learn key words to communicate effectively with them. Children who have special educational needs and/or disabilities are well supported by staff who liaise effectively with parents to support their specific needs.

### **The contribution of the early years provision to the well-being of children**

Children settle into the nursery quickly as staff are effective in understanding each child's individual care needs. A number of settling-in visits are offered so that children become familiar with their new environment and start to form bonds with their key person. The nursery has an effective key person system in place to help children settle and form secure emotional attachments and helps them feel safe and secure. This helps children form friendships with each other as staff are good role models. Staff are effective in supporting children and meet with parents regularly to discuss their child's progress. Daily diaries for younger children and discussions as parents collect their child further provide valuable information for parents about their child's activities. Children's transfer into a different room is managed well as key staff stay with them until they are confident and settle. These visits progress so that the child becomes more familiar with their new play

environment.

The stimulating, well-resourced and welcoming spaces provide good support for children's all-round development and emotional well-being. Staff prominently display children's work, which provides a sense of belonging and self-esteem. Good support enables children to manage their personal needs increasingly well, relative to their age. Open access to the bathroom means that children safely and independently go to the toilet, which supports those toilet training particularly well. Staff are friendly and welcome all children and their families into the nursery. Babies routines are discussed with parents when the child starts and at regular intervals and staff ensure their wishes are met. Babies are supported by staff, who help them to become confident in their daily routines as they progress in their development. Staff are caring and offer sensitive care when babies are being settled to sleep, bottle fed or having their nappies changed. Children's behaviour is good. Staff are positive role models and gently remind children about the rules, such as not running indoors and to use their manners. Children have a good understanding of how to keep themselves safe as they learn how to handle equipment, such as knives and scissors safely. Staff help children to understand how to play safely and follow sensible rules, such as going down the stairs carefully. The nursery has a thorough behaviour management policy in place and staff are consistent in giving children lots of praise and encouragement.

Children learn about healthy lifestyles and demonstrate a good understanding of health and hygiene as they wash hands before snack. A nutritious diet that matches children's individual needs is provided for children throughout the day. They know how some foods, such as fruit, are good for them at snack time and enjoy eating apples and bananas. Children enjoy nutritious home cooked meals that coincide with changes in the season, so that in the winter children enjoy more substantial meals and in the summer eat more salads and vegetables.

### **The effectiveness of the leadership and management of the early years provision**

Children are well safeguarded and staff are fully aware of what would concern them regarding a child's care if they have concerns. All staff have completed safeguarding training and managers ensure that new staff have safeguarding awareness included in their induction. Children make good progress in their learning and development as the senior management team meticulously monitor the educational programmes. This makes sure that children learn from a wide range of experiences and any gaps in their learning quickly narrow. This is particularly apparent for children with special educational needs and/or disabilities as staff are confident in accessing additional support that accurately meets children's needs. There is a firm commitment from all staff in driving forward further development and improvements. Staff meet regularly and consult parents and outside agencies regarding proposed changes. This is well monitored and informs an action plan and well considered plans for the future. Strong links with external agencies ensure their expertise and advice is used effectively to drive forward improvements. Staff recruitment is effective and a member of the senior management team has full responsibility for the management of trainees, students and apprentices. This ensures

their continuing suitability and skills as this is closely supervised. The recruitment and vetting of all staff is effective and all staff are well supported through their professional development. Regular peer observations of staff practice and interaction with children further extend the support provided as these inform their regular appraisals.

There is good partnership working with parents. Staff maintain ongoing communication with parents to keep them fully informed and included in the nursery, through newsletters, notice boards and conversation sheets. Parents have regular opportunities to discuss their children's progress and staff encourage them to play an active role in their children's learning and development, for example, by adding their children's special moments and achievements to the learning journals. Managers are particularly supportive towards parents when they share any concerns regarding their child's development. They ensure that parents are always included in any discussions so that support obtained meets the needs of the child and their family. All parents spoken to at the inspection were extremely complimentary about the nursery.

The management and staff team work closely to build up the quality of their provision. They effectively identify their strengths and areas to develop and have positive improvement plans, which demonstrates a good capacity to maintain improvement. For example, a sensory room is being set up in the lower ground floor and staff have received training in this area in order to fully support explore their senses, once the room is ready to use. Staff and parents are encouraged to share their views and ideas in order to promote continuous improvement of the nursery. Parents complete questionnaires and discuss their views with staff and the management through an 'open door policy'. These approaches facilitate the sharing of ideas and experiences and enables the management team and staff to further improve practice.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY470516
<b>Local authority</b>	Bradford
<b>Inspection number</b>	941210
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Worth Valley Private Day Nursery
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01535 957063

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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