

# Woodroyd Nursery and Children Centre

Woodroyd Road, West Bowling, Bradford, West Yorkshire, BD5 8EL



## Inspection date

14 November 2017

Previous inspection date

29 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The leadership team is inspirational. It is extremely passionate about improving the lives of children and families. It has very high standards in the setting and continually evaluates the effectiveness of its actions to help drive forward further improvements.
- The leadership team aims to inspire staff with new knowledge and skills to help to prepare staff to be future leaders in early years settings. Consequently, staff enjoy a broad range of targeted professional development opportunities.
- The quality of teaching is excellent. Children benefit significantly through consistently vibrant, stimulating and enthusiastic interactions with staff.
- The leadership team meticulously monitors the progress that children make and sets specific and sharply focused targets. These help children to make substantial progress and leads to outstanding achievement. This includes children who have special educational needs and/or disabilities and those who receive additional funding.
- Staff skilfully promote children's communication skills as a high priority. Children pretend to go on magic carpet rides and talk about the adventures they have. Parents borrow books from the lending library to further support reading skills at home.
- Children behave exceptionally well. They are inquisitive and show a real thirst for learning. Staff praise and motivate children to do their best. One example of this is, children taking a special puppet home as a reward.

## What the setting needs to do to improve further

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

- continue to promote highly effective partnerships with others, including harder to reach parents to maintain the excellent standards already achieved.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager and deputy manager.
- The inspector looked at relevant documentation, such as the children's assessment records, a sample of policies and procedures and staff training records. She discussed self-evaluation with the management team.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Helen Royston

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Partnerships with parents and a range of professionals are extremely strong. For example, staff video children's development and discuss with parents how they are learning through play. The leadership team recognises the importance of continuing to strive to engage hard to reach parents. They have planned a variety of stay-and-play sessions to help share ideas for high-quality play activities with parents. The leadership team monitors the quality of staff practice extremely rigorously. They set challenging personal targets for staff using a variety of information, including supervisions, observations of practice and regular meetings. Safeguarding is effective. It is of utmost priority for everyone in the setting. Staff are very confident and show excellent knowledge of what to do if they have any concerns about a child's welfare.

### **Quality of teaching, learning and assessment is outstanding**

Staff are extremely knowledgeable about the children. There is a seamless transition in children's play as they move between activities. Planning is highly individualised and promotes what each child needs to learn next. Children who have special educational needs and/or disabilities receive expert support. For example, teachers spend time gaining eye contact with children and build anticipation through games to gain a response, such as a giggle. Staff are animated while reading and skilfully promote new words and sounds. Teaching highly motivates children to join in. For example, boys are fascinated to watch 'volcanoes' exploding as they investigate a variety of different materials. Older children try to work out why a wheel is not turning on the bike and staff expertly build upon their ideas. Parents are exceptionally well informed about their child's progress, including through detailed daily discussions, observations and parents' evening.

### **Personal development, behaviour and welfare are outstanding**

Children settle quickly and form extremely close bonds with staff. This helps to foster children's emotional well-being highly effectively. Staff promote children's understanding about health and hygiene particularly well. For example, they explain why some staff wear nets to cover their beards at lunchtime. The leadership team members are very innovative. They use parent feedback extremely well. For example, following a suggestion from parents, they arranged for a farmer to visit with real animals. Children brush their teeth daily. They relish time spent outside. They run, climb, dig and build enthusiastically. This helps to promote children's physical development very successfully.

### **Outcomes for children are outstanding**

Children engage in a superb range of exciting activities. They are creative, imaginative and show immense concentration in play. They quickly grow in confidence and learn how to communicate effectively with others. They develop excellent listening and attention skills, for example, following instructions to play instruments loudly and quietly. Children are incredibly well prepared for school, due to the strong foundations built in the setting.

## Setting details

<b>Unique reference number</b>	EY335903
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1064885
<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>	2 - 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Woodroyd Nursery And Childrens Centre
<b>Registered person unique reference number</b>	RP910229
<b>Date of previous inspection</b>	29 April 2013
<b>Telephone number</b>	01274 777 035

Woodroyd Nursery and Children Centre registered in 2007. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3, 4 or 6. The nursery is open from 8am to 6pm all year round. The nursery 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

