

# Badsworth Nursery

Badsworth C of E Junior & Infant School, Main Street, PONTEFRACT, West Yorkshire, WF9 1AJ



<b>Inspection date</b>	19 February 2018
Previous inspection date	26 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff have a good understanding of the different ways that children learn. They provide an appealing range of activities that is linked to children's interests. They support individual children well to build on what they already know and can do.
- Managers and staff reflect on all aspects of practice. They welcome feedback from parents and professionals to help plan improvements and enhance the care and learning experiences they provide.
- Children have plenty of opportunities to investigate and explore during play. They confidently lead their own learning and become deeply engaged in activities. They develop curiosity and an enthusiasm for learning that helps to prepare them for school.
- Parents are very complimentary about the nursery. They feel involved in their children's learning and are pleased with the progress they make.
- Staff are caring and attentive towards the children. They provide gentle reassurance and support, helping children to settle into nursery quickly.

### It is not yet outstanding because:

- Occasionally, staff are too quick to help children with simple tasks and self-care routines that they could learn to complete independently.
- Staff do not make the best use of information from assessments to monitor the achievements of different groups of children and help them to make the best possible progress.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to take responsibility and complete simple tasks, and help develop their independence to the highest levels
- use information from assessments even more effectively to drive improvements in outcomes for different groups of children.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector completed a joint observation of an activity alongside the manager.
- The inspector held a meeting with the manager. She looked at a range of relevant documents, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has effective systems to support and supervise staff. They feel very well supported and staff morale is high. This contributes to the positive atmosphere in this nursery. Staff are qualified and committed to building on their skills, which helps to improve teaching. For example, they have recently changed resources in the nursery to support children's exploratory play more effectively. Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. Staff have developed effective partnerships with other professionals. These help to provide a consistent approach to meeting children's needs, particularly those who have special education needs and/or disabilities.

### Quality of teaching, learning and assessment is good

Staff observe children at play to help them assess their learning and check the progress they are making. They talk to children as they play, using skilful questions and prompts that encourage children's critical thinking and developing language. This contributes to children's good problem-solving skills and helps children who are slower to communicate to catch up in their learning. Babies benefit from plenty of sensory experiences and show delight as they play with flour and water. Older children spend time at the 'tinker table' and explore how different items connect. This helps them to develop their small-muscle skills, which staff identify helps them to develop hand control ready for early writing. Children develop strong imagination skills. For example, they use fabrics to create their own costumes and join their friends for a pretend tea party.

### Personal development, behaviour and welfare are good

Staff ensure that children take part in daily, rigorous exercise and get plenty of fresh air. Children also benefit from home-cooked, nutritious meals. This helps to promote children's physical health. Staff are knowledgeable about issues that can affect children's behaviour and have a calm and sensitive approach. Children learn to understand the needs and feelings of others and respond well to consistent guidance and boundaries. Staff support children well during times of change, for example, when moving to a new room in the nursery and when starting school. The oldest children visit school for lunch each day, which helps them to become familiar and confident in this new environment. Staff help children to develop an awareness of safety in nursery. For example, they learn how to use scissors safely and discuss why they should walk and not run indoors.

### Outcomes for children are good

All children make good progress. Most children achieve the levels of development that are typically expected for their age. Children who need extra support with their learning benefit from tailored teaching that helps them to catch up quickly. Children develop good skills in mathematics and literacy that help to prepare them for later, more formal learning. For example, they arrange buttons to form letters from their name and count scrap materials as they place them in order of size.

## Setting details

<b>Unique reference number</b>	EY398418
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1065423
<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>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Lisa Jayne West
<b>Registered person unique reference number</b>	RP906387
<b>Date of previous inspection</b>	26 June 2013
<b>Telephone number</b>	01977 640011

Badsworth Nursery registered in 2006. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one with a relevant degree. The nursery opens Monday to Friday for 51 weeks of the year and is closed on bank holidays. Sessions are from 7.45am until 6pm. The nursery receives funding to provide free early years education for two-, three-, and four-year-old children.

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