

Little Miracles Day Nursery

1 Northside Road, Bradford, BD7 2AY



Inspection date

11 June 2018

Previous inspection date

1 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The arrangements to support, mentor and train new staff are not fully effective. The manager has not identified inconsistencies in their practice swiftly enough and the quality of teaching is variable. Not all staff provide good interactions to support children's learning.
- Not all children receive the support they need to make the best possible progress. The manager does not ensure that staff use ongoing observations and assessments as well as possible to match all activities to children's individual learning needs.
- Staff do not consistently plan and provide stimulating experiences and resources to give children the challenge and support for their individual learning, to close any gaps promptly.
- The manager does not organise staff as well as she could. For example, children who need specific and individual support do not receive the quality of input needed.

It has the following strengths

- Staff have secure partnerships with outside agencies, including with other settings children attend, to support children's care and learning needs.
- Partnerships with parents are good. Key persons regularly share information about children's care and learning, which helps parents to support activities at home.
- Staff promote children's physical development well indoors and outdoors. An increasing range of outdoor activities and equipment provides good physical challenges for children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure the induction, supervision and training of new staff is effective to improve their knowledge, skills and practice 	01/09/2018
<ul style="list-style-type: none"> ■ monitor the educational programmes and all children's progress effectively to ensure that gaps in children's learning are identified and all children receive the support they need to make good progress in their learning 	01/09/2018
<ul style="list-style-type: none"> ■ improve the quality of teaching and ensure all staff consistently take into account children's individual learning needs and stage of development, and provide appropriate challenges to extend their learning further. 	01/09/2018

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

- ensure staff are effectively organised to better support children who have additional needs and require more support, to help them concentrate and achieve.

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 completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector looked at evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures to safeguard children's welfare, children's records, and planning documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Ellen McAughey

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a secure understanding of child protection issues and know how to report concerns about a child's welfare. The manager ensures that staff know how to report any safeguarding concerns they may have about a child. Detailed recruitment and vetting procedures effectively check the suitability of staff working with children and required staffing ratios are met. The manager supports existing staff well to attend training through, for example, setting specific training targets. However, methods are not fully effective for newer staff to ensure that all children benefit from a consistently good level of teaching. The manager has worked well to address the recommendations from the last inspection to extend children's experiences. However, procedures for self-evaluation are not fully effective to identify all aspects of practice that need improving, such as weaknesses in teaching.

Quality of teaching, learning and assessment requires improvement

Although the staff team is well qualified, the quality of teaching is not consistently strong. Parents receive and increasingly give useful information about their child's learning, which contributes to the ongoing assessment. Staff use observations and assessments to monitor children's development and identify the next stages in their learning. However, not all staff use this information effectively to plan and provide activities for children's additional learning needs. For example, newer staff provide activities that do not match children's individual learning needs. This means children are not meeting their next steps, for example, their communication. The long-term staff support those children who learn English as an additional language well. They sing and use key words in children's home language and provide text in other languages.

Personal development, behaviour and welfare require improvement

Staff make children and parents feel welcome. Staff provide a safe environment for children to play. They conduct risk assessments daily indoors and outdoors to identify and minimise any potential hazards. Staff promote children's good health effectively and support children to spread butter on crackers independently, for example. However, staff do not organise daily routines and themselves well enough. For example, some children wait long periods for snack and become frustrated and disruptive, meaning their behaviour deteriorates. Children benefit from regular outdoor play and opportunities to be physically active, and they learn to use equipment independently.

Outcomes for children require improvement

Not all children make the progress of which they are capable. For example, those children with additional and specific needs, such as speech and language, do not receive targeted activities that focus on closing any gaps in learning. Not all activities and staff support challenge them well enough, meaning some children lack interest in the activities and do not always engage well. Overall, children learn to listen, concentrate and express their thoughts. Early mathematical skills emerge as they count and use number language.

Setting details

Unique reference number	EY466913
Local authority	Bradford
Inspection number	1102629
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	46
Number of children on roll	62
Name of registered person	Short Circuits Care Club Limited
Registered person unique reference number	RP525026
Date of previous inspection	1 May 2014
Telephone number	01274 906070

Little Miracles Day Nursery in Lidgett Green, Bradford registered in 2013. It employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications. The setting opens from Monday to Friday all year round from 8am until 6pm. 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.

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