

Wishing Tree Nursery And Pre-School

166 Keighley Road, Bingley, BD16 2DZ



Inspection date

21 June 2018

Previous inspection date

2 August 2016

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

- Staff implement extremely effective settling-in arrangements to support children's emotional well-being. As part of this, there is excellent consultation with parents, where extensive information is gathered by a child's key person. Good information sharing continues, thereafter, which helps to promote continuity in children's care and learning.
- Staff create a safe, welcoming and accessible indoor learning environment. This helps to foster children's early independence and confidence.
- Children enjoy a very nutritious and varied diet, which contributes well to their physical well-being. Staff also discuss healthy eating through activities, such as strawberry picking, fruit printing and making fruit kebabs.
- Staff continually observe, assess and plan for children's next steps in learning; reflected, for instance, in displayed footprints. This contributes to children's good progress, as does staff's enthusiasm, effective engagement and everyone's continuous self-reflection.

It is not yet outstanding because:

- Occasionally, staff do not consider how all two-year-old children can be fully involved when taking part in group activities together, such as circle time before lunch.
- Staff do not optimise use of the outdoor learning environment to motivate, engage and stimulate children to the highest level.

What the setting needs to do to improve further

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

- take more account of two-year-old children during group time activities, such as circle time before lunch, to ensure that all children are fully involved
- give greater consideration to planning for the outdoor learning environment to motivate, stimulate and engage children to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She also spoke with staff and children during the inspection.
- The inspector held a meeting with provider who is also the nursery manager. She looked at various documentation, including those related to the suitability and qualifications of staff and sampled children's records of learning.
- The inspector completed a joint observation with the provider.
- The inspector viewed parent questionnaires.
- The inspector spoke to parents during the inspection.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff recruitment and vetting are robust. Staff understand child protection issues and they minimise hazards well. The stringent security of the nursery is enhanced, for instance, with closed-circuit television and video door entry system. Staffing ratios are met and staff undertake regular head counts, ensuring children are closely supervised. Staff's qualifications and good opportunities for further training have a positive impact. The provider continually seeks ways to observe and develop staff's teaching. She is also introducing quality improvement audits as a further tool to help her reflect on practice and identify areas for development. Questionnaires are distributed to staff and parents to help to gather their views to help to inform the nursery provision.

Quality of teaching, learning and assessment is good

Parents share detailed information about what their children know and can do on entry, helping staff to ascertain children's starting points for learning. Staff inform parents about children's learning through parents' evenings, progress reports and personal learning plans, for instance. Staff effectively support the early communication of babies and toddlers as they talk to them as they play and during care routines. Staff demonstrate good modelling, helping children to learn new skills and develop a positive approach to doing so. Children in the pre-school room experiment together and learn early mathematical skills while playing with coloured mashed up paper towels and various utensils.

Personal development, behaviour and welfare are good

Babies and children develop secure attachments to staff, who work closely with parents to meet their individual needs and follow home routines. Daily records are shared with the parents of the youngest children and include information about care routines. For example, they detail regular nappy changes, nap times and what children have eaten. Staff work closely with parents where babies are weaning and they meet all children's dietary needs well, including any specific cultural requirements. Children develop essential early social skills and respond positively to familiar daily routines, such as tidying up, through enjoyable songs.

Outcomes for children are good

Children progress well. They are acquiring key skills in readiness for school and are keen learners who behave well. Toddlers delight in finding a voice while investigating metal pots and pans and two-year-old children happily share resources. Children in the pre-school room listen, show good focus and play collaboratively, building friendships. They communicate confidently and express interesting vocabulary. For instance, they describe jelly as 'squidgy' as they squelch in this with their feet.

Setting details

Unique reference number	EY489681
Local authority	Bradford
Inspection number	1139327
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	44
Number of children on roll	66
Name of registered person	Sally Jane Robson
Registered person unique reference number	RP909550
Date of previous inspection	2 August 2016
Telephone number	01274562962

Wishing Tree Nursery and Pre-School registered in 2015. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications; one staff member holds a qualification at level 2, 11 hold qualifications at level 3 and two hold qualifications at level 4. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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