

BHT Early Education and Training at Bierley

Newhall Park Primary School, Newhall Road, Bradford, West Yorkshire, BD4 6AF



Inspection date

2 July 2018

Previous inspection date

9 October 2014

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

- Managers and staff are passionate about their work with families. They strive to provide the best education they can for children. They use the views of parents and children to help them evaluate the quality of the nursery provision and plan improvements.
- Staff provide a broad range of experiences and activities that helps children to develop well in all areas of learning. In particular, they support babies' and young children's appreciation and skills in singing and music. This is very effective in helping to develop their listening and attention, confidence and physical skills.
- Children's emotional well-being is strong. They come into nursery happily and have strong relationships with staff who are warm and nurturing. Staff are calm and gently remind children what is expected of them. Children respond positively and behave well.
- Staff develop effective partnerships with parents, who are very pleased with the care and education that their children receive. Parents feel that staff are 'open and honest' and that their children are safe and happy at nursery. Children make good progress.

It is not yet outstanding because:

- Managers do not consistently monitor and track the progress that different groups of children make to identify where practice can be improved.
- Staff do not gather consistent information from parents about their children's prior existing skills and abilities, to help identify their achievements when they first start.

What the setting needs to do to improve further

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

- broaden the monitoring of progress that different groups of children make to help identify where practice can be improved and help raise all children's achievements even further
- gather consistent information from all parents, to include children's prior knowledge and skills when they start at nursery, to help plan accurately for children's learning from the outset.

Inspection activities

- The inspector observed the quality of teaching during play activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the room leader and observed a music session with the manager. She discussed the nursery's self-evaluation with the manager and deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She checked staff's suitability checks, qualifications, policies and a range of other documentation.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and room leaders are highly trained in safeguarding and understand when and how to report any concerns. All staff are trained in child protection and know what to do if they are worried about the welfare of a child or the behaviour of a colleague. Staff are well qualified. Managers ensure that staff are suitable and provide induction for new staff, supervision, training and staff meetings. This has a positive impact on helping to further develop staff's knowledge. Staff make accurate assessments of children's development and use these effectively to identify any gaps in their learning. They work effectively with parents and services to support children's individual development needs. This supports a consistent approach and helps children to catch up in their learning. In addition, the managers use extra funding that children receive effectively to help promote their development further.

Quality of teaching, learning and assessment is good

Staff motivate children to play imaginatively together. Children recall their holiday travels. Staff challenge their mathematical understanding as they encourage them to count the people on their aeroplane. Children confidently use the magnifying glasses that staff provide to locate worms. Staff help them to identify the different mini-beasts using pictures and the information displayed in the environment. Staff effectively motivate children to sing and play instruments. They challenge them to sing 'loudly' and 'softly'. Children are enthralled and listen carefully. Staff introduce words to widen children's experience and understanding, for example, 'instrumentalist' and 'orchestra'.

Personal development, behaviour and welfare are good

Staff provide a well-organised, exciting, warm, safe and welcoming learning environment for children, indoors and outside. Children demonstrate good levels of independence as they serve their own food, choose activities and manage their own self-care. Staff ensure that children have access to water, healthy food and snacks. They encourage children to follow good hygiene routines. Children spend time outdoors and navigate safely on wheeled toys. Their physical development is supported well.

Outcomes for children are good

All children make good or better progress in their learning, including those who speak English as an additional language and those who receive additional funding. Boys talk confidently to each other as they work together cooperatively. Children use scissors confidently to cut pictures from the catalogues. Older children practise writing their name and accurately identify the initial sounds in their own name and the names of their friends. Babies independently blow a kazoo with strength and persistence, and they respond with delight as they successfully make a noise. Children are developing the skills they need for the future and are well prepared for starting school.

Setting details

Unique reference number	EY379377
Local authority	Bradford
Inspection number	1104829
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 - 11
Total number of places	48
Number of children on roll	52
Name of registered person	BHT Early Learning Education and Training
Registered person unique reference number	RP901059
Date of previous inspection	9 October 2014
Telephone number	01274 681021

BHT Early Education and Training at Bierley registered in 2008. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including 11 with early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

