

Green Top Day Nursery

Green Top Nursery, Clayton Lane, Clayton, BRADFORD, West Yorkshire
BD14 6SP



Inspection date	31 August 2018
Previous inspection date	17 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager and deputy strive to provide the best opportunities and education they can for children. They set clear development targets to help continually improve the quality of the nursery, and they effectively involve parents, children and staff in this process.
- Staff are sensitive and nurturing as they help young children understand what is expected of them. Older children play cooperatively, share and are polite. Staff work very well to successfully help them develop an understanding of the feelings of others.
- Older children recognise their name and confidently write numbers. Staff effectively help young children develop a sense of 'big' and 'small'. Older children accurately identify the sound and sequence of letters.
- Staff promote all children's independence very well. Young children confidently set the table for lunch and serve themselves. Staff teach older children to change their clothes and put on their own shoes in readiness for school.
- Staff develop strong partnerships with parents. They keep them informed about their children's progress. Parents are complimentary about staff and feel that their children are safe and developing well. They describe the nursery as 'just brilliant'.

It is not yet outstanding because:

- The manager does not use information about groups of children's achievements and evaluation of staff's practice to raise the quality of teaching even further.
- Staff do not gather information from all parents about what their children know and can do when they first start at nursery.

What the setting needs to do to improve further

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

- analyse information about the progress of different groups of children to help identify where practice can be improved even more, to help raise children's achievements further
- gather information from all parents, to include children's prior knowledge and skills when they start at the nursery, to help tailor 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 nursery manager and discussed the nursery's self-evaluation.
- The inspector held a meeting with the nursery manager. She checked evidence of staff's suitability, qualifications, policies and a range of other documentation.

Inspector

Kate Banfield

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained in child protection and know what to do if they have concerns about a colleague. Relationships between staff are warm and professional. Staff feel very well supported by the manager and the deputy. The manager ensures that staff are qualified and uses a variety of effective performance strategies to help staff develop in their role and to understand their responsibilities, overall. The manager rigorously investigates any complaints or accidents and injuries, and uses this information to help reduce the chance of any reoccurrence. In addition, she develops secure entry systems to further assure children's safety and knows when to alert Ofsted to any significant event.

Quality of teaching, learning and assessment is good

Staff regularly assess children's achievements and identify any gaps in their development. They seek extra support where necessary to help children catch up. Staff plan suitably challenging activities and use questioning well to help children solve problems. Older children consider how they will make juice from the apples they collect in the garden and share their ideas about squeezing it into bottles. Children display good hand-to-eye coordination and strength as they use tools to cut foam and join pieces together. Staff provide further challenge as they help children compare 'bigger' and 'wider'. They also help children make simple calculations. Younger children are fascinated when they find insects in the garden. Staff provide magnifying glasses and help children see the insects more clearly.

Personal development, behaviour and welfare are good

Staff provide a well-organised, richly resourced, safe and secure environment that ignites children's curiosity and imagination. The key-person system helps all children settle quickly and fosters their strong sense of security. Children develop warm and playful relationships with staff, which helps to promote their sense of emotional well-being and self-confidence very well. Children display a very good understanding of healthy lifestyles. They understand about germs and about healthy eating. Staff encourage them to talk about their favourite types of food. Older children identify 'bananas' and understand that these give them energy. Children enjoy daily access to the outdoors and fresh air. Younger children are challenged as they run up and down the steep hill and come to a controlled stop as they sing the jungle song. Children learn about other people in ways that are relevant to them. Staff develop home-made family books, and older children talk knowledgeably about each other's families. Staff skilfully help children notice, think about and understand diversity.

Outcomes for children are good

Young children use resources well and accurately take on the role of characters as they act out familiar stories. Older children are motivated as they enthusiastically retell stories from memory. Young children correctly name the colours of the paint, and older children confidently explain how seeds grow. Children acquire the skills they need for the next stage in their learning, including when the time comes for starting school.

Setting details

Unique reference number	EY412434
Local authority	Bradford
Inspection number	10069137
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	89
Number of children on roll	34
Name of registered person	Mr Sanjay Bassi and Mrs Meenu Bassi Partnership
Registered person unique reference number	RP529895
Date of previous inspection	17 July 2014
Telephone number	0127 4426230

Green Top Day Nursery registered in 2010. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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