

The Little Academy Day Nursery

1040 Manchester Road, BRADFORD, West Yorkshire BD5 8NW



Inspection date

13 September 2018

Previous inspection date

13 May 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

- Leaders are passionate about providing the best possible start for children. Leaders and staff strive to develop a highly inclusive nursery that helps to ensure that everyone feels equally valued. Leaders are very reflective practitioners, they systematically involve staff and parents in developing ambitious and sustainable improvements in the nursery.
- Children behave well. Staff are calm and sensitive as they help children understand what is expected of them. They are consistent in their approach to promoting positive behaviour across the nursery and tailor this to the age and stage of children's development. Staff skilfully help children to share and take turns.
- Staff support children to develop good early numeracy skills. For example, they encourage all children to count and recognise numbers during daily activities. Older children actively listen and join in movement songs that motivate them to sequence numbers up to 100. Children confidently count backwards from 10. Children make good progress.
- Staff form strong and supportive relationships with parents who are complimentary about the family feel of the nursery. Parents positively value the good communication they receive from staff about their children's care and learning. Parents feel that their children are safe, secure, cared for and developing well.

It is not yet outstanding because:

- At times staff do not challenge and extend children's understanding and interest in the natural world to further their development and knowledge.
- Staff do not collect detailed information from parents about what their children already know and can do, to inform their initial assessments when children first start.

What the setting needs to do to improve further

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

- enhance children's understanding and interest in the natural world
- obtain further information from parents about what their children already know and can do when they first start at nursery.

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 held a meeting with the nursery leaders. She checked staff's suitability, qualifications, policies and a range of other documentation.
- The inspector completed a joint observation with the deputy manager and discussed the nursery's self-evaluation with leaders.

Inspector

Kate Banfield

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager is persistent in her advocacy of children's welfare. All staff are trained in safeguarding and understand their responsibilities in keeping children safe from harm. Effective induction and supervision helps to ensure that staff and students continue to be suitable to work with children. Staff feel well supported by the leaders and state that their 'open-door policy' and 'approachability' adds to staffs' sense of motivation. Additionally, the manager uses good performance systems to help staff understand their role. Staff monitor individual children's development and the progress of groups of children accurately. They use this information to identify any gaps in children's development and work closely with parents and other agencies to support children further. Partnerships with local schools are well developed. Information about children's achievement is shared with new teachers.

Quality of teaching, learning and assessment is good

Babies and children eagerly participate in activities and explore their environment. Babies play with bricks and confidently place them on top of each other. Staff model counting, narrate and emphasise key words as babies scoop rice to fill cups. Staff encourage children to add water to the sand. Children confidently fill the moulds, pat the sand with ease and turn them over to make sand shapes. Staff support young children to make dough. Young children take turns to pour in the flour and mix. Staff help them to identify the colours they are using and accurately review what they have used to make the dough. Children make links with what they know and talk articulately about their experiences at home. Staff encourage children to observe what happens when they mix paint. Children accurately identify a range of colours.

Personal development, behaviour and welfare are good

Children display positive self-esteem and emotional well-being. Key persons help children to form affectionate attachments. Staff are professional, warm and reassuring. They manage children's entry into the nursery and movement between rooms well. This helps to ensure that children are settled and confident. Key persons ensure that regular nappy changing is organised to meet children's individual needs and maintain the safety of children. Older and younger children independently serve themselves from the ample amounts of healthy food that staff provide at lunchtime. Staff understand the importance of children being active and are enthusiastic as they model different movements. Young children jump and say, 'look I'm jumping'. Staff skilfully motivate children to jump high and low, backwards and forwards and from side to side. Children listen and follow instructions well. They run and jump together, becoming breathless and energised. This helps to support children's good health and develop their physical skills.

Outcomes for children are good

All children, including those who are bi-lingual, make good progress from their starting points in learning. Young children imaginatively act out familiar roles as they play 'shops'. Children recognise shapes and are learning to say 'hello' in a variety of languages. Children develop the skills they need for their future learning, including starting school.

Setting details

Unique reference number	EY463380
Local authority	Bradford
Inspection number	10068834
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	62
Number of children on roll	74
Name of registered person	Amin, Shama
Registered person unique reference number	RP903209
Date of previous inspection	13 May 2014
Telephone number	01274 966643

The Little Academy Day Nursery registered in 2013. The nursery employs 11 members of childcare staff. Of these, nine hold early years qualifications at level 3 or above, including one staff member with a BA Honours Degree in Children's Care, Learning and Development and one staff member with a FdA in Early Years. The setting opens Monday to Friday, all year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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