

# Spinning Top Childcare Ltd

2 Melbourne Grove, BRADFORD, West Yorkshire BD3 8JT



<b>Inspection date</b>	10 September 2018
Previous inspection date	13 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children build secure emotional attachments to staff. Settling-in arrangements are effectively planned, in close consultation with parents. Children's transitions within the nursery, especially when they move up from the baby room, are highly effective in promoting the youngest children's continued sense of security.
- The enthusiastic staff team motivates children as they engage effectively in their learning. This contributes to children's good progress, as does staff's continuous observation, assessment and planning and their highly inclusive practices to support children who have special educational needs (SEN).
- Staff effectively promote children's safety and physical well-being.
- The provider and manager have a clear vision and aim for the nursery. They demonstrate a solid commitment to continuous improvement and use many tools for self-reflection.
- Children are very sociable. They play collaboratively during enjoyable activities and respond well to staff's instructions during daily routines, with which they are clearly familiar.

### It is not yet outstanding because:

- The manager does not make optimum use of data gathered about children's progress, to target actions precisely to support particular groups of children who may be more at risk of underachieving.
- The range of resources and activities that staff set out in the under two's outdoor learning environment is not broad or stimulating enough to motivate and engage the babies and toddlers fully or to complement their learning 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:

- make greater use of the data used to analyse children's progress, so that actions to reduce differences in particular groups of children's learning are more precisely targeted
- give greater consideration to the planning of resources and activities outdoors for children under two years, in order to complement their learning to the highest level and stimulate, motivate and engage them fully.

### 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 spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at various documents, including those related to the suitability and qualifications of staff and the nursery's self-evaluation. She also sampled policies and procedures, planning and children's records of learning.
- The inspector spoke to parents during the inspection and viewed parents' questionnaires.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have regular child protection training and their good knowledge is tested regularly, for instance, through quizzes. Reporting procedures are displayed around the nursery and on the back of visitors' and staff's identification lanyards, for prompt access. Supervision and security arrangements are enhanced, for instance, with closed-circuit television, the video entry system and coded keypads to the nursery rooms. The manager's experience, skills and higher-level qualification have a positive impact on her leadership of staff. The provider and manager fully involve staff in sharing their views and updating action plans. Actions taken as a result of feedback from parents' questionnaires are clearly displayed. Improvements, such as introducing home-learning resources in the pre-school room, enhance children's learning.

### Quality of teaching, learning and assessment is good

Staff's qualifications, good monitoring of their practice and further training, such as that around the characteristics of effective learning, has a positive impact on staff's interactions. Staff enhance the overall good resources and activities with exciting first-hand experiences, such as observing the life cycle of the chick in an incubator. Parents are informed about their children's progress, for example, through parents' evenings and records of learning. They are encouraged to contribute to the 'Home and nursery achievements' board. Parents of the children in the pre-school room are given a 'homework bag', to support early literacy skills in readiness for school. Staff link with other settings and professionals, and meticulously follow individual support plans to support children who have SEN.

### Personal development, behaviour and welfare are good

Babies and toddlers who are very new to the setting are happy and settled, and thrive on the warm, loving and engaging interactions from staff. The high percentage of children learning English as an additional language is well supported by the bilingual staff team. Home visits are carried out to help prepare toddlers for moving to the two-year-old room. Children over two years freely access outdoors and choose their own snack time, developing early independence. Staff sing enjoyable songs to reinforce positive behaviour and children in the pre-school room are paired up to create 'tidy teams' for different areas. Children make spring rolls using coriander and peas they have grown as part of the Chinese New Year celebrations. This helps them to learn about diversity. The nursery partakes in award schemes and programmes to prevent early tooth decay.

### Outcomes for children are good

Children develop the skills required for future learning. They have a positive approach, focus well and develop essential social skills, such as sharing and taking turns. Babies make sounds while observing the intriguing colour-changing bubble tanks and toddlers develop early language, for instance, through singing and stories. Children aged two years develop early mathematical skills, for instance, through interactive shape display boards. Children in the pre-school room enjoy solving problems while creating a sloping water run by placing guttering on water trays of different heights.

## Setting details

<b>Unique reference number</b>	EY281446
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10068827
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	94
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Spinning Top Childcare Ltd
<b>Registered person unique reference number</b>	RP521896
<b>Date of previous inspection</b>	13 June 2014
<b>Telephone number</b>	01274 665652

Spinning Top Childcare Ltd registered in 2004. The nursery employs 13 members of childcare staff, all of whom hold appropriate qualifications. Of whom, two are qualified at level 2, nine at level 3 and two at level 6, one of which is the manager. The nursery opens Monday to Friday, all year round, except for the week between Christmas and New Year. It is open from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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