

Russell Street Private Day Nursery

3 Russell Street, Bradford, West Yorkshire BD5 0JB



Inspection date	20 September 2018
Previous inspection date	22 April 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Partnerships with parents are superb and enormously valued. Leaders and managers have developed a warm, welcoming and highly caring environment where parents can take part in all aspects of nursery life. Children flourish as parents are included in their learning at events, such as the gardening club and craft days.
- Leaders and managers are passionate about promoting diversity and equality, encouraging all children to aim high. Practitioners provide children with a wide range of experiences and opportunities to understand families and communities beyond their own.
- The teaching of children who have English as an additional language is consistently strong because practitioners recognise children's individual needs and abilities. Children have opportunities to sing nursery rhymes in more than one language with the help of skilled practitioners.
- Children are well prepared for the next steps in their learning, including starting school. They are interested and motivated to find out about the world around them.
- The key-person system is effective. Children are emotionally secure and they thrive as practitioners promote confidence and independence by following their interests.

It is not yet outstanding because:

- Monitoring and supervision of staff, and structures of the day, do not always identify where improvements could be made. As a result, some routines involve too much waiting time for children and miss chances for children to be engaged in meaningful play.
- Staff do not always take children's learning forward as much as possible during child-led activities. On the odd occasion, their questioning skills are not always tuned into children's emerging interests to help maximise their learning.

What the setting needs to do to improve further

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

- monitor provision more closely and reduce the time children spend waiting between changes in activities and routines
- support staff to strengthen further their questioning skills and re-shaping of tasks.

Inspection activities

- The inspector met with several parents to find out their views of the setting.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the leaders of the setting and spoke to staff throughout the inspection.
- The inspector observed activities for the children in the indoor and outdoor learning environments.

Inspector

Ginny Robinson

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers are ambitious and have high expectations for all children, staff and parents. Relationships between staff are professional and this teaches children how to behave towards each other. The views and needs of parents are taken into consideration when deciding on next steps for the nursery, such as when planning days out and creating the community fruit bowl. Additional funding for specific groups of children is spent on curriculum resources that enhance children's interests. Any gaps between groups of children are diminishing. Safeguarding is effective. Leaders and managers ensure practitioners recognise the signs and symptoms of abuse and know what to do if they have a concern.

Quality of teaching, learning and assessment is good

The nursery environment is vibrant and interesting. Children can access a range of resources independently and they work purposefully as they explore their interests. For example, children use tape measures available in the provision to initiate a measuring game with a member of staff. This develops their mathematical skills. Early communication and language skills are developed effectively. Toddlers delight as they splash in the water tray outside and pour water from jugs. Practitioners use simple speech and actions to encourage understanding. Babies communicate happily with their key person, responding with smiles, gurgles and laughter. Practitioners make regular and accurate assessments of children's progress. A comprehensive range of information is gathered from parents when their children enter the setting. The information is used to plan a good balance of adult-led and child-initiated activities.

Personal development, behaviour and welfare are outstanding

Leaders and managers have created a wonderful ethos and atmosphere at the nursery that sensitively meets the needs of the children. Positive attitudes and a superb commitment to celebrating diversity are at the heart of everything this nursery does. Children's health and emotional well-being are paramount. The staff team works exceptionally closely with parents to promote life skills, welfare and personal development. Children transition into the setting with ease due to the strong skills of practitioners. Children consistently demonstrate positive behaviour and can concentrate for prolonged periods at an activity of their choosing. They quickly learn about keeping healthy through a range of strategies, such as taking part in the oral health scheme, eating healthy snacks and playing outdoors.

Outcomes for children are good

All children, including bilingual children and those who have special educational needs, make good progress given their starting points. Children demonstrate a positive attitude towards learning and often demonstrate their enjoyment of activities through laughter and physical movement. They grow in confidence and are proud of their achievements. Young children have a strong exploratory impulse and use all of their senses to learn, such as when they lie down on the floor and watch carefully as balls roll down a pipe. Older children listen well to adults and begin to develop early mathematical skills. Children develop the skills they need for future learning.

Setting details

Unique reference number	EY439425
Local authority	Bradford
Inspection number	10068689
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 - 8
Total number of places	27
Number of children on roll	68
Name of registered person	Russell Street Private Day Nursery Ltd
Registered person unique reference number	RP531240
Date of previous inspection	22 April 2014
Telephone number	01274734365

Russell Street Private Day Nursery registered in 2011 and is managed by a private company. It operates from a detached building and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, seven at level 3 and two hold level 2 qualifications. The manager holds a level 5 qualification. The nursery opens Monday to Friday, from 8am until 6pm, for 50 weeks of the year. There are currently 45 children on roll who are in the early years age group. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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