

Batley Carr Day Nursery

18 Wilson Wood Street, Dewsbury, West Yorkshire WF17 7LE



Inspection date

23 October 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

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 are happy and settled. Staff exchange a good range of information with parents on entry to find out about each child's individual needs and uniqueness.
- Parents are well informed and involved in their children's learning. They express complimentary feedback about the level of communication received and their children's progress.
- Children make good progress. Staff undertake effective observation, assessment and planning which is tailored to each child's individual needs and next steps in learning. Staff also work closely with school staff to complement children's care and learning, where children attend the out-of-school club.
- Staff provide a safe and secure environment for children.
- Children behave well, are sociable, and are keen and enthusiastic learners. They are eager to take part in good-quality activities and enjoy staff's positive interactions.
- The provider and manager have extensive tools to evaluate and improve practice, reflected in a wide array of action plans.

It is not yet outstanding because:

- Staff who work with the youngest children do not consistently implement highly effective care routines to enhance children's self-care and early social skills fully, and to help them to develop an early awareness of healthy care practices.
- Pre-school children who prefer to play and learn outside do not consistently have opportunities to enhance their early reading and writing skills in the outdoor area.

What the setting needs to do to improve further

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

- provide greater support for the youngest children to develop their self-care and social skills during daily routines, and help them to improve their early awareness of healthy care practices
- provide more opportunities outdoors for pre-school children who prefer to play and learn outside to develop their early reading and writing skills even further.

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 with staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, including evidence of the qualifications and suitability of staff working in the nursery, and sampled children's records of learning.
- The inspector spoke to parents during the inspection. She also viewed surveys and questionnaires.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear knowledge of child protection issues. Safeguarding information and safety signs are displayed, and the premises are stringently monitored. The provider and manager provide strong leadership and continually seek to implement new ideas. Peer-on-peer observations, video observations and leadership learning walks, for instance, help to inform the effective performance management of staff. The staff access further internal and external training and are engaged in their own reflective practice. They evaluate training and their own practice prior to each supervision meeting. Staff's learning and performance targets are set each term, and are reviewed and updated. This helps to improve teaching, where weaknesses are identified. Staff, children and parents are highly involved in sharing their views, and they complete different types of surveys and questionnaires.

Quality of teaching, learning and assessment is good

Staff's qualifications have a positive impact on their practice and they have a good knowledge of their key children's learning needs. Differences in children's learning, such as those who speak English as an additional language, are quickly identified and addressed. This helps to narrow achievement gaps and ensure that all children are well prepared for school. The oldest, most-able children delight in exploring their own ideas and use expressive language while exploring dough. They show competence in using the dough tools to create different shapes. Staff's good questioning techniques ignite children's creative and critical thinking. Younger children investigate the texture of paint and glue while taking part in creative activities. Staff share children's individual learning plans with parents during progress meetings, and provide a good range of activity ideas for home learning.

Personal development, behaviour and welfare are good

Children have secure emotional attachments with staff. The staff support children on arrival to find their name to self-register and complete an emotions chart, and talk to children about how they feel. Staff help to foster children's self-esteem and confidence, such as through praise and encouragement and by displaying and celebrating their achievements in a variety of ways. Staff build on the youngest children's language skills, for instance, as they provide a narrative during simple pretend play. They also use basic words in children's home language, alongside English words, to describe simple objects. Parents are encouraged to borrow library books to build on children's communication and language at home. Children benefit from fresh air and physical activity as they play outdoors. They confidently use wheeled toys and balancing equipment.

Outcomes for children are good

Children develop skills for future learning. The oldest, most-able children show good levels of focus, concentration and independence. They build early friendships while taking part in activities together. Children learn about difference in many ways. For example, they play imaginatively in the creatively resourced Chinese Restaurant role-play area. Younger children match conkers to the corresponding number of dots and sing number songs, which helps them to learn early mathematical skills.

Setting details

Unique reference number	EY537424
Local authority	Kirklees
Inspection number	10079135
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	2 - 8
Total number of places	64
Number of children on roll	27
Name of registered person	Fulwood Nursery Limited
Registered person unique reference number	RP537423
Date of previous inspection	Not applicable
Telephone number	01924 468959

Batley Carr Day Nursery re-registered in 2016. The nursery employs five members of childcare staff. Of whom, all hold appropriate early years qualifications, including four at level 3 and the provider who holds qualified teacher status. The nursery opens from Monday to Friday, during term time only. Sessions are from 8am until 6pm. The nursery 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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

