

Horton Green Day Nursery

64 Little Horton Lane, Bradford BD5 0HU



Inspection date

8 January 2019

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

This provision is good

- The dedicated and ambitious management team evaluates the quality of the nursery regularly. They seek feedback and incorporate the views of parents, children and staff in the nursery development plans. For example, they use the feedback they receive to develop the outdoor play areas and better exploit children's physical development.
- Children's progress is methodically monitored and used to identify any gaps in their learning. External support is quickly sought for children where required. Staff continue to work closely with those other professionals to ensure children receive the individual support they need. Children make good rates of progress and any gaps in their development begin to close quickly.
- Partnerships with parents are strong. Staff regularly share detailed information about children's learning with parents and together they plan children's next step learning targets. This helps to provide a consistent approach and supports children's learning both at nursery and home.
- Staff plan a welcoming environment where children are free to explore and have their own ideas in play. Children confidently explore the well-resourced indoor and outdoor play areas. Staff are skilled at sensitively supporting older children as they build climbing frames using ladders and car tyres, for example.
- Children who speak English as an additional language are very well supported and make very good rates of progress in their communication and language development.
- Occasionally, some staff in the toddler room miss opportunities to extend younger children's communication and language skills during outdoor play.
- The management team has not yet introduced an effective system for staff to reflect on their practice and share their ideas with each other which helps them to recognise and maintain the highest level and quality of teaching.

What the setting needs to do to improve further

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

- make better use of all opportunities to support younger children's communication and language skills during outdoor play
- continue to implement the new arrangements for staff to monitor and evaluate practice and learn from each other.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and took account of her evaluation.
- The inspector held a meeting with the manager and nominated individual. She reviewed and discussed a sample of records, policies, procedures and the self-evaluation.
- The inspector had discussions with and considered the views of staff, children and parents.
- The inspector reviewed the relevant documentation and evidence of the suitability checks completed for all those who work at the setting.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team ensure staff understand the procedures to follow should they have a concern about a child's welfare. Staff remain vigilant about and confidently identify child protection issues which may impact upon a child. The management team has robust safer recruitment procedures in place, which helps to ensure all those who have access to children are suitable. Staff receive regular supervisions which are used to identify effective coaching and training opportunities for their continued professional development. All staff have recently completed training which helps them to better incorporate children's interests into their daily activity plans. This has a positive impact on maintaining children's focus and attention during play.

Quality of teaching, learning and assessment is good

Staff carefully observe and assess the progress children make in their learning. They review this information with the manager and identify effective provision plans which help to maintain children's natural curiosity and exploratory skills. Children develop their mathematical, communication and language skills as they confidently describe the different textures and label various items in the water tray, for example. Older children learn to discriminate between initial sounds in words they use during play. They count and compare different shaped ice blocks and correctly organise these in size. Parents complete a baseline assessment with their child's key person when their child first starts at the setting. The manager and staff work extremely well with parents and children to understand and learn the different languages they speak at home. Children delight as they teach staff the word for cat and share a story in their home language, for example.

Personal development, behaviour and welfare are good

Children develop a good understanding of how to keep themselves fit and healthy. They take regular exercise in the outdoor play areas. Children learn the benefits of eating fruits and vegetables. Children develop excellent self-care skills as they serve their own meals and learn good portion control. They develop their independence as they help to prepare cutlery and tidy these away at mealtimes. Younger children develop good physical skills as they learn to use and control knives and forks correctly. Staff have a wonderful connection with children. Children welcome the positive praise they receive from staff for their good work. Staff act as good role models to children with their calm and nurturing approach. Children's behaviour is good.

Outcomes for children are good

Children are confident and resilient learners. They demonstrate sustained interest in the activities they complete, in accordance with their stage of development. Children are engrossed in their play outdoors. They develop good coordination and balance as they climb up to the play house and balance on ladders. They express their own thoughts and ideas during play and develop good problem-solving skills as they construct their own climbing frames outdoors, for example. All children make good rates of progress in their learning. Children learn a good range of skills which helps to prepare them for their next stages of learning and eventual move to school.

Setting details

Unique reference number	EY537204
Local authority	Bradford
Inspection number	10079930
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 - 4
Total number of places	64
Number of children on roll	33
Name of registered person	Horton Green Day Nursery Limited
Registered person unique reference number	RP537203
Date of previous inspection	Not applicable
Telephone number	01274 955955

Horton Green Day Nursery registered in 2016. The nursery currently employs seven members of childcare staff. Of these, one member of staff holds a level 4 qualification, three hold an appropriate level 3 qualification and one holds an appropriate level 2 qualification in childcare. The nursery opens from Monday to Friday, all year round, except for the week between Christmas and New Year. Sessions are from 8am until 6pm. The nursery offers early education funded places for two-, three- and four-year-old children.

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