

# Sherwood Green Nursery

22 Sherwood Place, Bradford BD2 3DX



<b>Inspection date</b>	5 February 2019
Previous inspection date	19 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Management and staff have worked together very effectively to address the areas identified for improvement at the last inspection. The newly devised monitoring and evaluation systems are strong and show targeted plans for ongoing continued improvements.
- Partnerships with parents are very good. The two-way flow of information helps ensure that parents are fully involved in their children's learning. Parents say that staff are approachable and that they are very happy with the progress that their children make.
- Staff observe and assess children's progress well. This helps them identify where children are in their learning and what they need to do to support their continuing progress. Staff are confident in carrying through their findings into the planning of the activities. As a result, children make good progress.
- Children learn to understand and respect the differences between their own lives and the experiences of others in the local community and wider world.
- Children are happy and enjoy their time at the nursery. Staff provide a warm and welcoming environment. Children make friends, build relationships and learn how to share and take turns.
- Opportunities for staff's professional development are not yet focused sharply enough on raising teaching skills to the highest possible level.
- Staff do not consistently provide opportunities for babies to fully develop their physical skills.
- Although, staff help children develop their communication and language skills well, they occasionally miss opportunities to support children to pronounce new words.

## What the setting needs to do to improve further

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

- strengthen the support given to staff to help raise the quality of their teaching even further and increase the potential for all children to make better than good progress
- enhance opportunities for babies to further develop their physical skills
- enhance opportunities for children to build on their already good communication skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the provider, manager, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

**Inspector**  
Helene Terry

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a comprehensive understanding of child protection issues and know how to act if they have concerns about a child's welfare. Ongoing training keeps staff updated with the latest safeguarding advice and guidance. For example, staff are well versed in how to recognise when children may be exposed to extreme views. Recruitment and vetting procedures are good and ensure that staff are suitable to work with children. As a result, children are well protected. Staff are deployed effectively throughout the day. They supervise children well to keep them safe and meet their needs effectively. Management and staff understand the importance of working with other agencies involved in children's care and learning to promote continuity.

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

Children have access to a wide range of resources and activities. Each playroom is well equipped with age-appropriate resources that engage and stimulate children's interests. Staff interact effectively with children as they play. They make good use of questioning techniques to develop children's understanding. For example, as children mix different ingredients they are encouraged to predict what might happen next. Children explore using their senses well. For example, babies observe how objects move in the sensory bottles, while pre-school children discover what happens when water is added to the sand. Toddlers learn about colours and shapes as they make prints using paint. Staff talk with children about what they and children are doing to help children link words to actions well.

### Personal development, behaviour and welfare are good

The key-person system works effectively, with each member of staff planning for the needs of their key children. This ensures that children's needs are fully met. Children's independence skills are developing very well. For instance, children help to serve their own meals, snacks and drinks and learn to put on their coats and shoes before going outdoors. Children develop a good understanding of the benefits of a safe and healthy lifestyle. They enjoy taking part in activities where they learn about healthy foods. In addition, when asked by staff what they need to do after wiping their noses, they confidently state that they wash their hands. Children have good opportunities to play and exercise outdoors in the fresh air. Older children develop their physical skills as they ride wheelie toys or play with balls.

### Outcomes for children are good

All children, including those who speak English as an additional language, effectively develop the skills they need for their future learning. Children work well in groups as they attempt to build a wall or share the binoculars and talk about what they see. They learn about the use of technology as they confidently change the music they are listening to. Children develop good pencil control as they make lines and swirls on paper. Pre-school children are beginning to write recognisable letters of the alphabet.

## Setting details

<b>Unique reference number</b>	EY549846
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10082920
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	52
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Sherwood Green Nursery Limited
<b>Registered person unique reference number</b>	RP549845
<b>Date of previous inspection</b>	19 October 2018
<b>Telephone number</b>	07808157541

Sherwood Green Nursery registered in 2017. The nursery employs seven members of staff. Of these, six staff hold appropriate early years qualifications at level 2 or above. The manager and one other member of staff hold degrees in early years. The nursery opens Monday to Friday from 7.30am to 6pm Monday to Thursday and on Friday 8am to 6pm all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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