

# Children's Place Daisy Hill



DAISY HILL LYNFIELD MOUNT, HEIGHTS LANE, BRADFORD BD9 6DP

<b>Inspection date</b>	12 February 2019
Previous inspection date	3 December 2015

<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

### This provision is good

- The management team meticulously monitors the progress children are making. Any gaps in individual and groups of children's learning and development are swiftly identified. The manager promptly makes referrals to external agencies where required. Children receive the individual support they need and any gaps in their development begin to close.
- Staff complete comprehensive observations and assessments of children's learning. They share key information with parents and include them in making decisions about what their child will learn next. This helps to provide a consistent approach to support a child's learning in the setting and at home.
- The management team implements an effective system to include parents in completing their child's starting points on entry. Staff gather key information from parents about what children know and can already do. They use this information to plan a familiar environment and care routines. This helps children to feel safe and secure when they first start at the setting.
- The key-person system is highly effective. Children are well supported as they transition between rooms and prepare to leave for school. Staff plan and prepare for these times very well. They share the necessary information with other professionals. This helps to ensure children's individual needs and emotional well-being are fully fostered throughout the process.
- Leaders and managers do not fully implement highly effective induction processes, to ensure all members of the staff team receive sharply focused training and support that targets their individual needs when they first start at the setting.
- Although the management team completes regular observations to monitor staff performance, this is not fully developed to ensure the quality of teaching and learning is maintained to a consistently higher level for all children.

## What the setting needs to do to improve further

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

- develop further the induction process to ensure all new members of the staff team receive precisely targeted training and support when they first start at the setting
- develop further the current systems used to monitor staff performance, to ensure the quality of teaching and learning is consistently maintained to a higher level for all children.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector had discussions with parents, staff and children, and considered their views.
- The inspector completed a joint observation and reviewed the manager's evaluation.
- The inspector observed the quality of teaching and considered the impact this has on children's learning and development.
- The inspector held a meeting with the management team. She reviewed suitability checks for all staff working on the premises and discussed the setting's self-evaluation policies, procedures and other records regarding health and safety.

### Inspector

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff regularly receive child protection training and can confidently identify issues which would cause concern about a child's welfare. The management team acts promptly and refers such concerns to the relevant authorities when required. Staff complete daily risk assessments for the indoor and outdoor play areas. They supervise children well during play and adhere to ratio requirements. This helps to ensure hazards and risks to children's safety are minimised. The manager regularly completes supervision meetings with staff. Together they identify training opportunities for their continued professional development. The manager has implemented effective strategies to evaluate the quality of the setting and is proactive in seeking the views of parents and staff. This helps the manager to identify improvements.

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

Staff play enthusiastically and interact well with children. They plan a stimulating and engaging environment where children are free to explore. Staff skilfully support children to develop their communication and language skills during play. For example, very young children explore different substances and materials as they play with water and foam. They develop their emerging communication and language skills when they babble and imitate the different words and sounds staff use to describe various textures. Older children develop good physical skills when they use one-handed tools to roll, cut and mould dough. They develop their mathematical skills. They begin to recognise number symbols and can confidently count beyond 20.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy the time they spend outdoors. Older children have free access to the outdoor play areas throughout the day. They investigate the natural areas of the garden and run freely in the open space. Children develop good coordination when they walk along tree stumps and use balancing beams. Staff sensitively support and encourage younger children to climb up the stairs and go down the slide independently. Children develop good social skills. They go on trips to the local woodlands and have further opportunities to develop their physical skills as they take walks in the local areas. Children complete self-care tasks independently and have access to freshly prepared healthy meals each day. They learn the importance of keeping their bodies healthy and wash their hands independently before mealtimes.

### Outcomes for children are good

Children are confident and independent learners. Older children develop good critical-thinking and problem-solving skills as they work things out for themselves. They learn how to remove obstructions, so various sized balls can move down and along different sized and shaped pipes. Children show good resilience as they persevere with the tasks they set out to complete. Younger children discover and investigate how toys work as they press buttons, pull levers and lift flaps. They play and explore making marks using chalks. Children make good rates of progress in their learning and develop the skills they need in preparation for school.

## Setting details

<b>Unique reference number</b>	EY252556
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10071487
<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>	1 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	The Children's Place Ltd
<b>Registered person unique reference number</b>	RP520747
<b>Date of previous inspection</b>	3 December 2015
<b>Telephone number</b>	01274 363 146

Children's Place Daisy Hill registered in 2003. The setting employs 23 members of childcare staff. Of these, 17 hold appropriate childcare qualifications at level 3 and above. The nursery opens all year round from 7am until 7pm, Monday to Friday, except for bank holidays and two training days. The setting provides funded early education for two-, three- and four-year-old children.

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