

# Children's Place St. James



St. James Church Primary School, Chelwood Drive, Allerton, BRADFORD,  
West Yorkshire BD15 7YD

<b>Inspection date</b>	8 March 2019
Previous inspection date	18 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The arrangements for the support and supervision of staff do not focus sharply enough on raising the quality of teaching to the highest levels.
- Staff do not effectively assess children's learning and development to plan for the next steps in their learning.
- Staff do not fully ensure that parents are consistently engaged in their children's learning.
- Staff do not make the most of opportunities that arise within the daily routines to promote the development of children's independence as well as possible.

### It has the following strengths

- Children behave well and staff are positive role models. Staff provide good support to those children who find it difficult to manage their own emotions. They help children play well with others.
- Staff gather information about children from parents when they first start. They understand children's individual care needs and meet these suitably.
- Staff ensure that children play in a safe and secure environment. They supervise children carefully during their play indoors and out.
- The nursery staff have formed good links with local schools. Staff use these partnerships to help them to prepare children well for starting school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the arrangements for the supervision and support of staff, to raise the quality of teaching to higher levels and help children to make even better progress	30/03/2019
improve the use of observations and assessments, to identify gaps in children's progress and to monitor and plan for children's next steps in learning effectively.	30/03/2019

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

- continue to develop ways to engage parents in their children's learning that help them to make even more progress
- provide more opportunities for older children to develop their independence skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and looked at the relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of the views of other parents through the written feedback provided.

**Inspector**  
Julie Dent

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff understand procedures to keep children safe from harm, including identifying the signs of radicalisation. The manager ensures staff keep their knowledge up to date through regular discussions. Training supports staff's understanding of child protection, first aid and food hygiene. Self-evaluation is in place and the manager knows what the setting needs to do to improve. However, she has not yet fully implemented the strategies required for improvement. The manager carries out supervision for staff, although this is not consistent and has not been fully successful in improving the outcomes for children. The monitoring of staff's teaching practice and children's learning experiences is not fully effective.

### Quality of teaching, learning and assessment requires improvement

Staff regularly observe children to monitor their progress. However, information gathered from observation is not used effectively to offer appropriate challenge based on what children need to learn next. Staff do not focus on the gaps in children's learning to target teaching effectively. Children develop their imaginative skills well. For example, they pretend to be explorers as they go on a bug hunt in the outdoor environment. Parents are happy with the care that their children receive and say that their children enjoy attending the nursery. However, parents are not aware of what their children are learning and how they can support their learning at home. Children enjoy their time at the nursery and engage well in play of their choice. For example, they excitedly join in familiar stories and the staff actively encourage children to take part as they talk about what will happen next. This also helps their language and speaking skills.

### Personal development, behaviour and welfare require improvement

Children develop some social skills, for example, they learn to take turns and share resources. Staff are warm and friendly. They find out about children's backgrounds and home lives. Children enjoy opportunities to play and explore outside, making the most of the fresh air and exercise. They relish jumping in muddy puddles. Staff support children to gain confidence during some personal care routines, such as using the bathroom. However, staff miss opportunities to develop children's independence further. For example, during mealtimes and during activities staff complete tasks that children are able to do for themselves. Children are provided with nutritious snacks and a choice of milk or water is offered.

### Outcomes for children require improvement

Due to the weaknesses in the leadership and management of the setting and the quality of teaching and learning, not all children are making the best possible progress. However, children are developing some of the skills needed to help them in their next stage of learning and eventual move to school. Children develop an interest in early literacy and mathematics through a wide range of activities. For example, children join in with counting games and are able to recognise some number symbols.

## Setting details

<b>Unique reference number</b>	EY479037
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10076112
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<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>	18 January 2016
<b>Telephone number</b>	01274 882017

Children's Place St. James registered in 2014 and is situated in a portable classroom in the grounds of St. James Church Primary School in Allerton, Bradford. There are currently four members of staff, including the nursery manager, all of whom hold appropriate early years qualifications at level 3 and above. The nursery is open Monday to Friday from 8.45am to 11.45am and 12.30pm to 3.30pm, term time only and provides funded early education for two- and three-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.

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