

# Fair Play Day Nursery Limited

38 Fair Road, BRADFORD, West Yorkshire BD6 1QL



<b>Inspection date</b>	29 March 2019
Previous inspection date	4 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 well-qualified and dedicated leaders and managers have worked alongside the local authority representatives to make improvements since the last inspection. This has had a positive impact on children's health and well-being.
- Children show high levels of independence. For example, even the youngest children attempt to cut up fruit at snack time. Older children independently wash their own hands after using the toilet.
- An effective key-person system supports children's emotional development and gives them a sense of belonging. Children arrive happy and settle quickly. Good systems are implemented to support children's transitions both in and out of the nursery.
- Staff monitor and assess children's progress accurately. This helps them to identify any potential gaps in children's learning or development and quickly seek additional support if necessary. This improves future outcomes for children.
- Staff support children's mathematical skills well. They count and categorise objects through everyday play. For example, they identify animals which they sort and pair together. Older children recognise numerals as staff introduce props during activities.
- Professional development opportunities do not always focus on the specific needs of individual staff in order to raise the already good quality of teaching to an even higher level.
- On occasion, staff step in too quickly and provide children with answers before they have had time to think it through and work things out for themselves.

## What the setting needs to do to improve further

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

- identify professional development opportunities that focus precisely on the individual needs of staff to strengthen the quality of teaching to an even higher level
- develop staff questioning skills even further and allow children time to think and work things out for themselves.

### 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 completed a joint observation alongside the manager.
- The inspector met with the management team and looked at relevant documentation relating to health and safety and the suitability of staff working on the premises.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held discussions with parents and took account of their views.
- The inspector had a tour of the nursery.

#### Inspector

Lesley Maughan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know and understand how to recognise when a child may be at risk from harm and the reporting procedures they must follow. The manager assesses risk throughout the nursery and on outings. Staff conduct daily checks of the indoor and outdoor environment to identify any possible hazards and minimise risks to children. The newly appointed manager has a clear vision for improvement. Regular supervisions and staff mentoring are embedded in practice. The manager has recognised that training and professional development opportunities need to be more focused on the individual needs of staff. Links have been established where children attend more than one setting. Information is shared to support children's continuous learning. Parent partnerships are good. Staff communicate with parents in a variety of ways and they receive regular information about the progress their children make.

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

Overall, staff prepare a variety of interesting activities and experiences that stem from children's interests. Regular ongoing observations help staff to identify what children need to learn next. Since the last inspection, procedures are now followed to ensure staff assess children's starting points when they first join the nursery. This ensures they can plan for children's future learning right from the start. Staff support children's communication and language skills well. They work with parents and introduce new words gradually for those children who speak English as an additional language. Children learn that roofs can be 'flat', 'pointed' or 'triangular' as they talk about the houses that they live in. They develop their early literacy skills. Older children confidently hold a pencil and expertly draw a circle around numbers when playing a game. Younger children explore paint and make marks using their fingers.

### Personal development, behaviour and welfare are good

Staff offer regular praise and encouragement. This supports children's confidence and self-esteem. Children behave well. There are clear behavioural expectations. Staff and children in the pre-school room have worked together to agree the rules. Children readily share and happily wait their turn. For instance, they wait patiently for their turn during a number-matching game. Children have access to a well-resourced outdoor area where they can practise their physical skills. They learn to assess their own risk and manage their own safety as they attempt to balance. Snacks and meals are healthy and nutritious. Children have access to fresh drinking water at all times.

### Outcomes for children are good

All children make typical progress from their starting points. They are becoming well prepared for their eventual move on to school. Children are motivated and eager to learn. They spend long periods of time concentrating on activities and persist until they are complete. For instance, children complete a set of puzzles, showing high levels of perseverance. Younger children enjoy hitting metal objects together and discovering the sounds they make. Children learn about our diverse society as they explore various festivals throughout the year.

## Setting details

<b>Unique reference number</b>	EY442360
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10078319
<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 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Fair Play Day Nursery Ltd
<b>Registered person unique reference number</b>	RP531382
<b>Date of previous inspection</b>	4 September 2018
<b>Telephone number</b>	01274672361

Fair Play Day Nursery Limited registered in 2012. The nursery employs 12 members of staff. Of these, 10 staff hold appropriate early years qualifications at level 2 or above. Three members of staff hold degree qualifications in early years. The nursery is open Monday to Friday from 7am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children. The provider also operates wraparound care for school children and runs a holiday club.

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