

# Little Miracles Day Nursery

1 Northside Road, Bradford BD7 2AY



<b>Inspection date</b>	7 May 2019
Previous inspection date	11 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 new manager has worked hard to address the previous weaknesses identified at the last inspection. She demonstrates a strong capacity to improve and develop the quality and standards of the setting.
- The newly appointed staff have received thorough inductions to setting in order to help them understand their roles and responsibilities. The manager monitors staff's performance regularly and identifies targeted professional development plans to help them continue to improve their knowledge and skills.
- The management team and staff work collaboratively to observe and assess children's learning. They use this information to identify and address any gaps in children's development. All children make consistently good rates of progress, according to their starting points.
- Partnerships with other professionals are effective. Staff attend regular meetings with other professionals and share key information about children's development. They use the information that they receive to identify effective teaching strategies and embed these into practice. Children receive the individual support they need in their learning.
- Dedicated staff work hard to build strong relationships with children and their families, taking the time to get to know them and collect key information about children. Staff use this information to plan effectively for children and help them settle in at nursery. Children demonstrate that they feel safe and secure.
- The manager does not use systems to help her monitor the progress individual and groups of children make as effectively as possible.
- Staff do not consistently give children enough time to finish what they are doing before they move on to the next task.
- The manager and staff team do not yet make the most of all opportunities for children to learn about their local and wider community.

## What the setting needs to do to improve further

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

- enhance the systems for monitoring children's learning, in order to review and track the progress different groups of children make more effectively
- allow children more time to play and explore activities before moving them on to the next task
- increase opportunities for all children to learn about their local and wider communities.

### Inspection activities

- The inspector completed a tour of all areas of the premises.
- The inspector held discussions with children, staff and parents and took account of their views.
- The inspector completed a joint observation of an activity with the manager and reviewed the setting's self-evaluation.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector reviewed a sample of children's records and other documents, including evidence of the suitability of all staff working on the premises, policies and procedures, and information regarding health and safety.

**Inspector**  
Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff demonstrate a good level of safeguarding and child protection knowledge. Staff complete regular training to help them keep up to date with current issues which may affect children. The manager has implemented effective recruitment and vetting procedures to ensure that all those who have access to children are safe and suitable. Staff complete daily checks to ensure that all areas of the premises children access are free from hazards and any risks are minimised. The manager evaluates the quality of the setting well. She seeks feedback from staff, children and parents to identify any areas to improve.

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

Experienced staff support children's learning well, overall. They focus on developing children's communication and literacy skills. For example, staff read stories to children and encourage them to talk about the pictures in books. They prompt older children to recall key themes and phrases from the story. Staff sing songs and nursery rhymes to very young children and infants. They encourage them to repeat words and explore making different sounds using their mouth. Staff use a variety of ways to help support children's mathematical skills. For example, children begin to recognise numbers and count to 20 as they find numbered locks and corresponding keys. Older children learn that the total number value changes if they add 'one more' or 'take one away'. Staff count to very young children as they make models with play dough. Children develop good hand dexterity and coordination. They mould play dough and develop the strength in their hands and wrists to support their emerging writing skills. Children begin to give meaning to the different marks they make. They use the pictures that they draw and their good imaginations to tell stories about dinosaurs.

### Personal development, behaviour and welfare are good

Children enjoy the time they spend in the wonderfully planned and organised outdoor play areas. Older children confidently navigate and use the climbing equipment with ease. Staff support younger children to use equipment safely. Children's emotional well-being is promoted well. Staff provide them with meaningful praise for their good work. They encourage children to use their good manners and remind them to say 'please' and 'thank you'. Staff act as positive role models to children with their warm and friendly approach. They foster children's independence well and include them in completing daily routines. For example, children help to serve their own meals and set the tables before mealtimes. Younger children and infants learn to feed themselves independently using spoons.

### Outcomes for children are good

Children are confident, happy and motivated learners. They learn how to use simple technology programmes and equipment. Older children independently use computer keyboards and mice to draw pictures. They understand the different properties of each shape they use and compare the differences. Younger children learn to push buttons and lift flaps to play music and flashing lights. Children are well prepared for their next stage of their learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY466913
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10067676
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Short Circuits Care Club Limited
<b>Registered person unique reference number</b>	RP525026
<b>Date of previous inspection</b>	11 June 2018
<b>Telephone number</b>	01274 906070

Little Miracles Day Nursery registered in 2013. The setting employs 12 members of childcare staff. Of these, the manager holds an appropriate qualification at level 6, 10 hold qualifications at level 3, and one holds a level 2 qualification. The setting opens all year round from 8am until 6pm, Monday to Friday, except for bank holidays and Christmas. It provides funded early education for two-, three- and four-year-old children.

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