

University of Bradford Nursery

Laisteridge Lane, Bradford, West Yorkshire BD7 1DP



Inspection date	29 April 2019
Previous inspection date	8 March 2017

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children's safety and welfare are compromised. Staff fail to identify and reduce certain risks and unsafe practices, some outdoor areas are not fully secure and some individuals have a poor knowledge of child protection issues. Furthermore, evidence is not available to confirm first-aid training requirements are met.
- Systems for determining the suitability of students working in the nursery and ensuring they are qualified when counted in staffing ratios are not sufficient. Furthermore, the management does not ensure records are consistently maintained where suitability checks have been completed by the provider or other organisations.
- Staff do not implement adequate hygiene practices with children under three years.
- The key-person system is not effective in supporting babies' and children's emotional well-being when they start nursery, move rooms or during care routines.
- The management team has not implemented effective systems that help to monitor staff practice and help to improve the quality of teaching. This particularly relates to students, cover staff and some staff who work with children under three years.
- Staff do not reflect on the different ways that children under two years learn when planning and guiding activities and their teaching.

It has the following strengths

- The management team closely analyses assessment data and promptly identify children working below expectations.
- The early years teacher and special educational needs coordinator make timely referrals and implement successful support plans. Children with special educational needs receive good levels of support and are fully involved in all aspects of the nursery.
- There is often strong teaching and learning in the pre-school room. Children show a positive approach to learning and are motivated by staff.

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
use risk assessments effectively to remove or minimise potential risk to children's safety and to ensure that toddlers do not engage in unsafe practices	13/05/2019
take all reasonable steps to prevent unauthorised access to the outdoor area adjoining the separate unit accommodating children aged two to three years	13/05/2019
ensure that records are available to confirm that first-aid requirements are met at all times to promote children's welfare	13/05/2019
ensure that all staff and any other individuals working in the nursery are trained to gain and maintain a secure knowledge and understanding of the safeguarding policy and procedures, including reporting procedures	13/05/2019
ensure information about qualifications and the identity checks and vetting processes completed by the nursery or other organisations are consistently recorded, and include the criminal records check reference number, the date a check was obtained and details of who obtained it	13/05/2019
ensure that individuals vetted by other organisations are aware of the expectation for them to disclose any information that may affect their suitability to work with children before or while working at the nursery	13/05/2019
take effective steps to promote children's good health in relation to hygiene routines	13/05/2019
implement an effective key-person system to fully promote children's emotional well-being and meet their individual needs	13/05/2019
improve the monitoring of staff's practice, to identify and tackle underperformance and inconsistencies more swiftly, and to improve staff's personal effectiveness, so that teaching and learning are improved	22/07/2019
reflect on the different ways that babies and toddlers learn, when planning and guiding activities, so that they develop key skills for their next stage in learning.	13/05/2019

Inspection activities

- The inspection was carried out unannounced following the risk assessment process.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a number of observations of staff's practice with the deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at various documents, including those related to the suitability and qualifications of individuals working in the nursery.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is inadequate

Although the management team recognises and is working hard to address certain areas for development, action has not been swift enough. The team also fails to identify additional areas of weakness. This results in breaches in statutory requirements. Safeguarding is not effective. Although the management team has procedures in place for the recruitment of staff employed, records are not consistently maintained to confirm robust vetting. Furthermore, the team does not sufficiently assure itself of the suitability of students vetted by other organisations and does not consistently keep records of students' suitability checks. New staff, cover staff and students, in particular, are unable to sufficiently identify possible signs of abuse or neglect. This includes where children may be at risk of harm from extreme behaviours and views. They are also unaware of whistleblowing procedures. They have not been trained on the setting's safeguarding policy and procedures as part of their induction. Furthermore, in the absence of the designated lead safeguarding practitioners, staff lack confidence in who they should report concerns about a child to. Staff fully adhere to the nursery policy on the use of mobile phones and cameras, which helps to safeguard children in other respects. They do not diligently carry out risk assessments and safe practices. For example, staff fail to lock a cupboard in the baby room, leaving batteries and a screwdriver accessible. They fail to recognise the danger of trailing electrical wires or play items with rough parts. Furthermore, although the children aged two to three years, who are cared for in a separate unit, cannot exit their outdoor area due to a high catch, unauthorised individuals could enter. However, the main nursery building and adjoining outdoor areas are very secure.

Quality of teaching, learning and assessment is inadequate

Staff are well qualified. The management team has put some performance management systems and supervision sessions in place. However, key weaknesses in practice indicate that these are not having enough of a positive impact. Some staff demonstrate weak knowledge and their skills are ineffective. Teaching is not improving enough. The management team does not monitor systems for further training well enough. Some staff do not sufficiently build on and extend under-threes' learning, or their language and communication skills, during play or care routines. This includes students counted in ratios. That said, two-year-olds delight in looking for worms and other creatures in the mud outdoors with the early years teacher, who shows effective teaching. Staff do not provide the oldest, most-able toddlers in the baby room with a challenging enough learning environment to help children actively explore. Younger children are often disengaged, lack motivation and wander around without enough purpose and support from their key person or other adults. Non-mobile babies are not stimulated enough or given resources that ignite their natural curiosity as learners to independently explore and investigate. Despite these weaknesses, staff across the nursery observe children to assess what they already know and can do. This helps to suitably identify what children need to learn next. Staff discuss with parents how they can support learning at home. The early years teacher and special educational needs coordinator have a large input in supporting children with additional needs. They make timely referrals to others and implement successful early intervention programmes and support plans. Children with SEN receive good levels of support to ensure they are fully included in the life of the

nursery.

Personal development, behaviour and welfare are inadequate

The management team does not ensure that there is an effective key-person system in place. This has an impact on relationship building and information-sharing between parents and their child's key person on entry. Furthermore, babies' care routines are not always supported effectively by their own key person to fully promote their emotional well-being. Staff do, however, comfort babies and toddlers if they are upset and are prompt in changing nappies as and when required to ensure their comfort. The management team is unable to confirm that those with first-aid training are deployed effectively to respond to emergencies quickly. There was no evidence to confirm that any staff working in the separate unit for children aged two to three years have current first-aid training. Staff do not consistently promote good hygiene practices that help to support children's good health. For example, staff do not promote handwashing before some mealtimes and children in the two-to-three years room sit directly on the floor to have snack. Children have access to outdoors and have healthy, regular and balanced meals and snacks. This helps to promote other aspects of children's physical well-being.

Outcomes for children are inadequate

Younger children are not supported to make the best possible progress. For example, they are not allocated a key person promptly enough on entry. This prevents them from initially building up a close bond and emotional attachment with a special person. Furthermore, this does not help children to become familiar with their new environment and to feel confident and safe within it. Two-year-old children from the baby room who are settling into their new room often wander around aimlessly and are not sufficiently supported by anyone. This does not help to promote children's self-esteem. However, older children in the pre-school room, including those in receipt of additional funding, make suitable progress, relative to their starting points. They show a positive approach to learning and are motivated by staff who teach them. Older children are equipped with appropriate skills needed for their move to school.

Setting details

Unique reference number	302068
Local authority	Bradford
Inspection number	10103591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	69
Number of children on roll	101
Name of registered person	University of Bradford
Registered person unique reference number	RP523215
Date of previous inspection	8 March 2017
Telephone number	01274 234866

University of Bradford Nursery opened in 1992. The nursery employs 19 members of childcare staff. All staff hold appropriate early years qualifications; six are at level 2, eight are at level 3, three are at level 5, one is at level 6 and one holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-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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