

# Inspection of Wishing Well Private Day Nursery

Crow Nest Road, Bingley BD16 4HQ

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Inspection date: 11 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and emotionally secure in the environment. Promoting their well-being is at the heart of everything practitioners do. Children have strong relationships with their key person. They demonstrate their confidence as they laugh and exclaim during play. Practitioners show great respect for children and this helps children to respect each other. Taking turns and sharing resources with others are promoted at every opportunity. Practitioners frequently provide children with positive praise for their achievements and help children understand behavioural expectations. Children listen carefully to practitioners and follow instructions well. They maintain attention for prolonged periods of time as they listen to a range of stories read by practitioners in different contexts. Practitioners have high expectations of children's communication skills. They consistently offer new vocabulary to children. This helps them to deepen their understanding of different topics and extends and challenges their language skills. Practitioners do not consistently develop children's ideas during role play. This limits children's creative thinking skills. A range of snacks and meals are provided that promote a healthy lifestyle. Children develop confidence in their own abilities as they serve their own food at mealtimes and clean up after themselves. However, children have to wait for prolonged periods during mealtimes and sometimes lose concentration. Children are interested to learn. They consistently demonstrate the characteristics of effective learning, such as concentration, perseverance and high levels of interest.

## **What does the early years setting do well and what does it need to do better?**

- The curriculum is carefully planned and follows children's interests. Practitioners understand how young children learn. Children have opportunities to interact with residents at a local residential home. This helps children to develop their confidence, language and social skills. Practitioners sometimes ask too many questions during role-play activities and this interrupts the flow of play, causing some children to lose interest. Children develop their mathematical skills as they count the peas on their plate or leap around in the garden catching bubbles. They develop their literacy skills as they make marks using pens, chalks and paint, inside and outside.
- Assessment is used effectively to inform future learning. Practitioners have a secure knowledge of the children in their care and can explain effectively what children need to do next. All children, including those with special educational needs and/or disabilities and children who speak English as an additional language, are well prepared for the next stage in their learning. This includes starting school.
- Parents have many opportunities to engage with the nursery and their child's key person. Staff build strong relationships with parents and there is

comprehensive information sharing. Consequently, children's individual needs are well met and they flourish. Parents comment very positively about the care their children receive.

- Leaders look for ways to improve the setting, taking feedback from parents and the staff team. The health and well-being of the staff team is very important to them. Practitioners have received training around mental health in the workplace and they are given time out to study and improve their skills.
- Children demonstrate that they understand behavioural expectations as they participate fully in activities and take pride in their achievements. For example, older children wear their helper badge with pride as they lay the table for lunch. Babies squeal with excitement as they move a push-along toy for the first time and attempt to copy the language of adults. Practitioners need to consider how they can reduce incidences of frustration at mealtimes.
- Leaders and managers act quickly if they have concerns about a child. They have developed effective systems to build a comprehensive overview of each child's accident, medical and attendance records. They monitor attendance and ensure any lapses are checked to keep children safe.
- Communication and language skills are developed in all interactions between the practitioners and children. Babies show delight and are captivated by practitioners as they play chasing games. Toddlers are entranced as they listen to new words in stories and older children consistently use language effectively to explain their thoughts and feelings.
- Practitioners are considerate of children's feelings and emotions. For example, they ask children's permission before cleaning their face after eating.

## Safeguarding

The arrangements for safeguarding are effective.

All practitioners have a secure knowledge of safeguarding procedures and know what to do if they are worried about a child. Leaders and managers have developed a culture of vigilance. They understand what they should do if they have a concern and know who they should speak to. All staff receive training in safeguarding matters and demonstrate a comprehensive knowledge of the different types of abuse.

## What does the setting need to do to improve?

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

- reduce incidences of frustration at mealtimes
- provide more opportunities for children to develop their own thoughts and ideas during role play.

## Setting details

<b>Unique reference number</b>	302073
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10102373
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Dargan Child Care Ltd
<b>Registered person unique reference number</b>	RP904337
<b>Telephone number</b>	01274 774494
<b>Date of previous inspection</b>	22 March 2019

## Information about this early years setting

Wishing Well Private Day Nursery registered in 1996 and is located in Bingley, West Yorkshire. The nursery opens Monday to Friday from 7.30am to 6pm, all year round except for bank holidays and Christmas. The nursery employs 24 members of staff. Of these, two are qualified to level 4, 16 to level 3, one to level 2 and two to level 1. The nursery provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ginny Robinson

## Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between practitioners and children.
- The inspector talked to practitioners and children at appropriate times during the inspection.
- The inspector held a meeting with the leaders of the nursery. She looked at relevant documentation and evidence of risk assessments, accident and injury reporting and safeguarding procedures.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector jointly evaluated activities with the manager of the setting.

We carried out this inspection 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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