

Inspection of Wingate Private Day Nursery Ltd

WINGATE HOUSE RAGLAN AVENUE, KEIGHLEY, WEST YORKSHIRE BD22 6BJ

Inspection date: 5 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled at the nursery. Staff know children very well and provide a safe and stimulating learning environment for children of all ages. Activities are mainly child initiated and follow children's interests and next steps in learning, which ensures that children are engaged and motivated to learn. Consequently, children make good progress.

Children's independence skills and confidence are effectively encouraged in the nursery and prepare them well for school. Children show pride as they complete little tasks, such as handing out wipes to their friends after lunch. Staff give children time and space to put on their boots and coats before going outdoors to play. Toddlers peel their own tangerines at snack time, while pre-school children confidently serve their own food from dishes at their table.

Children behave extremely well. Staff role model manners in the baby and toddler rooms and children are encouraged to say 'please' and 'thank you'. In the pre-school room, children share and take turns well. They are kind and caring to one another. For example, at lunchtime, a child, without prompting, helps another child to hold their plate while unwanted food is scraped into the waste bowl.

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

- Staff know how children learn and develop. They use spontaneous opportunities that arise to extend children's learning very well. When children discover a conker stuck in a traffic cone in the outdoor play area, staff encourage them to think of ways to remove it. This encourages problem-solving skills and helps them to draw on past experiences. Children experiment in a variety of ways, such as using pieces of wood or turning the cone upside down. After prompts from staff, they use a spoon to free the conker, with great jubilation. Children show very good skills in persistence and work together extremely well to achieve an outcome.
- Staff working with babies and toddlers are sensitive and ensure their needs are met promptly. Young children are engaged in activities and explore using their senses. They investigate paint, wet sand, cornflour and different materials. They discover how to use moving parts on toys and enjoy looking at books with flaps to see what is underneath.
- Staff working with all ages of children support their communication and language development well. They repeat, model and extend children's vocabulary. Toddlers follow instructions well as they help staff put the books away. Pre-school children engage in conversations as they chat about their favourite vegetables at lunchtime.
- Children develop their physical skills effectively as they play outdoors in the

fresh air. They use wheelie toys, such as bikes, to negotiate space. They take managed risks as they climb and balance. This boosts their confidence in their own abilities.

- Children are learning about the wider world through planned activities and some resources. However, resources that reflect people's differences are not available across all playrooms to help children value and respect others.
- Partnerships with other agencies involved in children's care and education are good. Staff share information regularly to support children with special educational needs and/or disabilities. They also work with local schools to ensure a smooth transition for children when they start school.
- Managers monitor and evaluate the nursery provision and children's progress effectively. The views of parents, staff and children are fully considered and parents speak highly of the staff and managers.
- Managers follow secure procedures to help ensure that staff are suitable in their role. Staff benefit from detailed induction and regular one-to-one meetings. Staff have good access to training, including higher level qualifications, to improve their skills and knowledge. This improves the learning outcomes for children.
- Partnerships with parents are generally good. Parents have access to children's development records and the nursery puts on events to interest parents, such as Christmas workshops and events for fathers. However, not all parents are effectively engaged in their children's learning in order to ensure that learning is continuous for all children.

Safeguarding

The arrangements for safeguarding are effective.

Managers understand how to respond to potential safeguarding issues promptly to ensure that children are protected from harm. Staff have a secure understanding of how to identify and act on concerns about children's welfare. The manager and staff stay up to date with all safeguarding training. They carry out robust risk assessments to minimise risks to children. As a result, children are kept safe and secure at all times.

What does the setting need to do to improve?

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

- strengthen ways of involving all parents in their children's learning
- build on opportunities for children in all playrooms to value and develop their understanding of people's differences and similarities.

Setting details

Unique reference number	EY266488
Local authority	Bradford
Inspection number	10068825
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	61
Number of children on roll	77
Name of registered person	Wingate Private Day Nursery Ltd
Registered person unique reference number	RP521554
Telephone number	01535 610891
Date of previous inspection	11 March 2014

Information about this early years setting

Wingate Private Day Nursery Limited registered in in 2003. The nursery employs 15 members of staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. Two members of staff hold early years professional status, including the manager. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

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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