

Inspection of Moorside Nursery LTD

1 Moorside Place, Bradford BD3 8DR

Inspection date:

8 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children excitedly and eagerly enter the safe and vibrant nursery. They quickly become deeply engrossed in the array of captivating resources and activities from across the curriculum. Children show high levels of confidence and curiosity. They are happy, extremely sociable and display exemplary behaviour. Staff have a comprehensive insight into the needs of the children and families who attend, and they have high expectations of what children can achieve. The management team continually seeks to review and improve practice through extensive self-reflection.

Children make excellent progress from their starting points on entry to the nursery. Those at risk of underachieving catch up quickly and develop a wealth of skills, knowledge and language in readiness for school. Staff provide great opportunities for children to play outside. This successfully supports children's learning and unique needs, especially for children who have limited access to outdoor space.

Staff demonstrate high-quality teaching. They ignite children's enthusiasm for learning and help them to sustain excellent engagement. Staff build on what children know. They are able to maximise all learning opportunities, ensuring they challenge children effectively and, in doing so, extend their learning even further. Staff develop children's sense of awe and wonder. For example, after finding a sheet of ice, children watched a video about Antarctica and learned about polar animals and glaciers.

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

- Staff continually observe, assess and plan for children's next stage of learning, as well as for their interests, with immense skill and precision. Each staff member has a deep understanding of all the nursery children because of the staff's excellent collaborative approach during weekly planning meetings.
- Parents are well informed about their children's achievements, for instance through parent consultations. Staff encourage parents to attend stay and play sessions and complete home learning activities. Parents also share special celebrations, which helps children to learn about and respect difference.
- Staff support children's early communication very effectively in consultation with parents and other local services. This is extremely relevant to the children, most of whom are bilingual or speak English as an additional language. Staff share ideas with parents, for instance through newsletters, language activity slips, displays and book bags. The bilingual staff team can also speak to children and parents in their home language.
- Staff teach parents the value of stories and books. Parents add photographs or words to the diary that goes home with the nursery bear. Staff share this during carpet time to further build on children's language. Children excitedly recalled

and re-enacted the 'Goldilocks and the Three Bears' story. Staff also optimise mathematical learning opportunities during such activities.

- Staff greatly enhance children's enjoyment. For example, they put on the bright yellow safety hard hat and skilfully enhanced children's imaginative play in the construction area. Staff deepened children's knowledge through researching things together on the internet and clearly explaining how the electronic weighing scales work.
- Children, including new two-year-olds who do not speak English, settle extremely quickly and show high levels of early independence. This is testament to the carefully planned settling-in process, which includes home visits. Staff use key words in children's home language and provide excellent support during care routines. This helps children to feel safe and secure.
- Staff share visual tools, such as a video about bonfire night, to discuss risk and reinforce safety messages to children. Children learn about healthy living in a wide variety of ways. For example, they harvest fruit and vegetables to take home.
- Staff create innovative homemade visual aids to help children learn about feelings. They use sand timers to help children negotiate turn taking and effectively reinforce daily routines, for instance through fun songs, labelling and photographs. Children enthusiastically worked together to make the vibrant red dough to create poppies.
- Management and staff are highly qualified and access a wide array of further training resources. The dedicated and inspiring deputy manager is currently completing a Masters degree and imparts very useful new knowledge to the staff team. Management continually supervise and support new and existing staff. Managers are excellent role models and mentors.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of their roles and responsibilities in keeping children safe. They attend regular child protection refresher training, stringently monitor access and promptly address children's absences from nursery. Staff have a comprehensive knowledge of possible indicators of abuse and how to report concerns of a child protection nature. This includes where children may be at risk of harm from extreme behaviours and views. Staff carry out meticulous risk assessments to maintain a safe and secure indoor and outdoor environment for children.

Setting details

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| Unique reference number | EY486491 |
| Local authority | Bradford |
| Inspection number | 10076421 |
| 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 | 2 to 4 |
| Total number of places | 50 |
| Number of children on roll | 35 |
| Name of registered person | Moorside Nursery Ltd |
| Registered person unique reference number | RP907409 |
| Telephone number | 01274668786 |
| Date of previous inspection | 17 May 2016 |

Information about this early years setting

Moorside Nursery LTD registered in 2015. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications; one is at level 3, two are at level 5 and two are at level 6. The nursery opens Monday to Friday, from 8.45am to 3.15pm, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the areas of the nursery that staff use for childcare purposes. She undertook a learning walk with the deputy manager and one of the nursery owners, who is also the joint manager.
- A number of discussions were held between the inspector and staff. The inspector also spoke to children and a number of parents during the inspection. Staff interpreted for parents who speak English as an additional language.
- The nursery owner and the inspector carried out a joint observation on a staff member carrying out an activity. The inspector also observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector held a meeting with the nursery owner and deputy manager. She looked at various documents, including those related to the suitability and qualifications of staff and self-evaluation. She also sampled planning and children's online records of learning.

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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