

Inspection of Child's Play Neighbourhood Nursery

Leytop Family Centre, Allerton, Bradford BD15 7PQ

Inspection date: 29 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are placed at the heart of the setting and everything that it does. Leaders have a clear vision for the nursery and are completely community spirited. Staff focus on building wonderfully strong and supportive relationships with children and their families from the outset. They take their time and really get to know each child and their unique personalities. They truly understand the different experiences children arrive at the setting with and work hard to support their learning and care needs. Children thrive in the welcoming, friendly and safe environment that staff create for them. They settle in quickly and demonstrate high levels of confidence and self-esteem.

Staff have high expectations of what children can achieve. They check children's progress and take account of their interests and what children need to learn next when planning activities and play equipment. Children are eager and motivated learners. They are willing to give things a go and work hard to achieve what they set out to do. Children are well behaved, caring and considerate towards others. They cuddle each other and celebrate their friends' achievements. They wait patiently for their turn and share the play equipment well.

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

- Partnerships with parents and other professionals are excellent. Parents comment that the setting is fantastic and they are kept well informed about their child's development. Leaders and staff work very closely with other professionals involved in a child's care. They implement effective strategies to ensure that children receive the individual support that they need. All children, including those with special educational needs and/or disabilities, make good rates of progress according to their starting points. Leaders carefully evaluate the quality of the setting. They seek feedback and take account of the views of parents, children and other professionals to help them identify any areas to improve.
- Staff plan stimulating and engaging activities for children. For example, they help to bring stories to life for children. Older children thoroughly enjoy going on a 'bear hunt' in the great outdoors and recall key themes and events from the story. Younger children thoroughly enjoy the sensory experience as they explore different materials used to create arctic scenes. Staff encourage children to look at pictures and describe what they see. They help children to count and compare different-sized items. Children develop good mathematical and literacy skills. However, leaders have identified areas where practice could be improved further, particularly with staff working with younger children. They recognise that they need to provide further coaching, training and support to raise the quality of teaching further.
- Children enjoy singing songs together and joining in with the actions. They use

musical instruments to express what each action might sound like. For example, they explore what sounds best match the swishy grass and squelching mud from the story. This helps children develop their communication and language skills.

- Children thoroughly enjoy the physical challenges staff provide for them in the outdoors. Older children use ropes to pull themselves up steep hills. They wait for their friends and take turns on the slide to get back down. Younger children learn to negotiate space as they ride around on their tricycles. Staff provide children with praise and encourage them to persevere. Children are happy and resilient learners.
- Children are served healthy and nutritious meals and snacks. They follow good hygiene practices and develop good independent self-care skills for their future learning and eventual move to school. Older children put their own coats on for outdoor play and staff help them to fasten these. They help to prepare for mealtimes and serve their own foods and drinks. Younger children feed themselves independently and learn to use cutlery.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team has implemented robust policies and procedures. Effective vetting and employment arrangements help ensure the suitability of all staff working at the setting. Staff access regular training to help them keep up to date with current issues which may affect a child. They demonstrate a secure knowledge and understanding of safeguarding and child protection matters. Staff know what to do should they have any concerns about a child. Staff complete thorough daily checks to ensure all areas of the premises children access are safe and suitable.

What does the setting need to do to improve?

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

- continue to provide staff with coaching, training and support to help raise the quality of teaching to a higher level.

Setting details

Unique reference number	301939
Local authority	Bradford
Inspection number	10117579
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	1 to 4
Total number of places	36
Number of children on roll	37
Name of registered person	Childs Play Neighbourhood Nursery Limited
Registered person unique reference number	RP523124
Telephone number	01274 549264
Date of previous inspection	30 August 2013

Information about this early years setting

Child's Play Neighbourhood Nursery registered in 2004. It opens Monday to Friday, term time only. Sessions are from 7.30am until 6pm. The nursery employs 16 members of childcare staff. Of these, one member of staff holds early years professional status, one holds an appropriate qualification at level 6, 12 members of staff hold level 3 and two hold level 2. The nursery offers funded early education places for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector completed a learning walk with the manager and discussed how the curriculum and setting are organised.
- The inspector spoke to parents, staff and children at convenient times during the inspection and took account of their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The management team and the inspector completed two joint observations. The inspector took account of its views and reviewed the procedures in place for evaluating the quality of the setting. She reviewed staff training and professional development plans.
- The inspector held meetings with the leadership and management team at convenient times during the inspection. She reviewed a sample of documents, including the suitability checks for all staff, policies, procedures and other records regarding health and safety.

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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