

Inspection of Dracup Lodge Day Nursery

19 Dracup Road, Bradford, West Yorkshire BD7 4HA

Inspection date: 29 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly into this welcoming setting. The nurturing staff build positive relationships with children and their families from the start. They gather information from parents about what their children know and can already do. Staff use this information to tailor activities to children's individual needs and interests. Children are continuously engaged in their play. Staff's enthusiasm creates a positive and exciting atmosphere within the setting at all times. Children are enthralled during story time. They use puppets and props that help them act out the story as it unfolds. They listen with eagerness to the story before guessing which house the wolf is going to blow down. This demonstrates good listening and attention skills. Children benefit from plentiful exercise and regular outings. Staff attentively encourage children's thinking skills. For example, children discover rubbish during a nature walk. Staff talk to children about the importance of recycling and caring for the environment. This helps children to develop an understanding of the wider world. Children behave well. Staff demonstrate high expectations for children at all times. They model good manners and teach children to share and take turns. This helps to promote children's social skills.

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

- The ambitious manager and staff demonstrate an excellent understanding of how children learn. They complete detailed observations and assessments. This helps them to accurately plan for what children need to learn next. The manager reviews this information. This helps her to identify and quickly address any emerging gaps in children's learning.
- Children have good opportunities to develop their independence during play. They make choices from a wide range of resources available. However, staff do not help children to develop high levels of self-care skills. For instance, during mealtimes, staff cut up children's food. In addition, children are not provided with opportunities to pour their own drinks or participate in tasks appropriate to their stage of development.
- Children have access to a range of activities that help to promote their physical development. For instance, toddlers and young children benefit from large indoor climbing apparatus. They learn to climb, crawl and walk up large ramps and down slides. Older children ride around the large outdoor area on bicycles and scooters. In addition, they join in with dancing games and move their bodies in time to the music.
- Partnership working with parents is a key strength of this setting. Parents speak highly of the dedicated manager and staff. They are involved in all aspects of their children's care and learning at the setting and are invited to share children's achievements at home. Staff work in collaboration with external professionals, including schools and other early years providers who are involved

with children's care. This helps to provide a seamless approach to children's learning.

- Children engage fully in their play. They use various resources, including rubber cupcake cases and cake stands, during dough activities. Children pretend to add candles to their make-believe cakes using sticks, before offering these to their friends. This demonstrates children's good imagination.
- Staff provide good opportunities for children to develop their literacy skills. For instance, children use different-sized brushes during sand play. Staff comment on the different marks they can see. Older children begin to write their names and join in with writing labels.
- The knowledgeable manager works alongside her newly appointed staff team. The manager recognises there are ways to embed supervision sessions into practice, particularly to help identify areas of improvement and offer further challenge to older children.
- Children immerse themselves in creative activities, including using glitter, glue and paint when creating their pictures. Older children take on different roles during their play. They tell others that they are 'teachers' and ask other children how they are feeling today. Children are confident and communicate well with one another.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate an excellent understanding of safeguarding issues. They are aware of the possible indicators of abuse and the procedure to follow in the event of a concern about the welfare of a child. Staff are aware of wider safeguarding issues and how to promote children's awareness of keeping themselves safe. For example, staff complete thorough risk assessments and encourage children to identify and think of ways to address hazards in their environment. Staff are vigilant and supervise children well.

What does the setting need to do to improve?

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

- extend opportunities for children to develop their independence and self-care skills, particularly around mealtimes
- build on supervision sessions for staff to help refine teaching skills and offer further challenge to children's play.

Setting details

Unique reference number	EY482490
Local authority	Bradford
Inspection number	10118572
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 11
Total number of places	61
Number of children on roll	46
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Telephone number	01274 962727
Date of previous inspection	18 March 2015

Information about this early years setting

Dracup Lodge Day Nursery registered in 2014. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3, with two at level 6. It opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- 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 nursery manager.
- The inspector held a number of discussions with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020