

# Inspection of Willows Private Day Nursery

38 Fair Road, Bradford, Yorkshire BD6 1QL

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Inspection date: 2 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children are happy at the nursery. They have close bonds with staff, who are caring and nurturing. Babies show good attachments to staff, and babies play close to each other. This helps to promote children's social skills. Older children are confident and are independent individuals. They have good social and communication skills. Children are eager to learn and to know more about the world around them. Staff use stories to help children to learn about similarities and differences between the characters and themselves. Staff make stories interesting. They involve all children as they look closely at pictures and discuss what is happening. Staff check children's understanding and introduce them to new vocabulary. For example, children read a story about dressing up and pretend play. They select what they might like to dress up as and talk about pirates, wizards and dragons. Children explore the meaning of the word wand and relate this to their knowledge of 'people' being turned into 'frogs'.

Children behave well. Staff have clear expectations for children's behaviour. They make sure children are aware of the rules and of the boundaries in place. Children remind each other of the need to line up before they go outside so that staff can count how many children are present.

Due to the COVID-19 (coronavirus) pandemic, parents are unable to enter the nursery building. Staff share information with parents on the telephone and through pictures to keep them up to date about their child's progress. Parents are happy with the setting. They speak highly about the staff and say staff share ideas to help them to support their children's learning at home.

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

- Leaders and staff work together to reflect on the setting and the service they provide for families. They identify any improvements that can be made and put plans in place to develop these. For example, the manager is keen to renovate the outdoor area. She intends to create an area where children can plant and grow fruit and vegetables. This will help them to learn more about the world around them.
- The management team monitors staff performance closely through regular observations and supervision. They provide regular training opportunities to help staff to develop their knowledge and skills. However, staff do not consistently utilise opportunities to fully extend and challenge children's learning to the highest level.
- Staff observe children during play to assess what they already understand, know and can do. They identify what children need to learn next and support them to achieve this through the experiences they offer. Staff use children's interests at

nursery and from home to help them to maintain focus and engagement. Managers and staff work together to decide on wider topics they would like children to know more about. For instance, children learn about being healthy, different people, nature, the world and travel.

- Children with special educational needs and/or disabilities are supported particularly well. Staff quickly identify children who may need extra help. They work in partnership with parents and with outside agencies to provide children with the assistance they need to make progress.
- Overall, the quality of teaching is good. Staff help babies to develop their communication skills as they make pictures using glue and cotton balls. Staff ask questions and talk to babies throughout. They introduce words, such as 'sticky', 'drip' and 'spread'. Toddlers develop their social skills as they explore shaving foam with cars. They make marks and take turns to have races with staff, who are playful and energetic. Older children make mud pies outside. They share their creations with their friends and staff, counting out scoops equally. However, some activities are not always stimulating enough to fully engage younger children and to promote their learning to an even higher level.
- Staff encourage good hygiene procedures to help tackle the spread of infections. As a result, children learn why it is important to wash their hands regularly. Children have regular access to learn in the fresh air to support their health and well-being. Staff inspire children to keep active. Children ride on bicycles and on scooters, and they use a range of apparatus to support their physical skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children are safe and are secure in the setting. Staff complete risk assessments regularly to identify any hazards, and they remove these. Leaders are aware of their role and ensure staff keep their knowledge and training up to date. Staff are aware of the signs and symptoms that might indicate a child is at risk of harm. They know the correct procedure to follow should they have any concerns about a child's welfare. Safer recruitment procedures are followed when new staff join the team. Leaders make sure new employees have a thorough induction and know what is expected of them.

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

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

- enhance teaching to give children further challenges to deepen and to extend their thinking skills
- provide more-stimulating activities to fully engage younger children and to promote their independence.

## Setting details

<b>Unique reference number</b>	2529807
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10198580
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Willows Private Day Nursery Limited
<b>Registered person unique reference number</b>	2529806
<b>Telephone number</b>	01274 905 436
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Willows Private Day Nursery registered in 2019 due to a change in ownership. The nursery employs 15 members of staff. All staff hold appropriate early years qualifications: three are at level 2, nine are at level 3, one is at level 4 and two are at level 5. The nursery is open Monday to Friday, from 7am to 6pm, all year round, excluding bank holidays and the week between Christmas and New year. It provides funded early education for two-, three- and four-year-old children. The provider also operates wrap-around care for school children and runs a holiday club.

## Information about this inspection

**Inspector**  
Clare Cotton

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager led the inspector on a learning walk and told her about what they want children to learn at the nursery.
- The inspector held discussions with parents and with children about their experiences in the nursery.
- The manager and the inspector carried out a joined observation, and they discussed the impact of teaching on children's learning.
- The inspector sampled records, such as documents relating to the suitability of those working with children, including qualifications and first aid.
- The inspector held discussions with the manager and the staff throughout the inspection.

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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