

Inspection of Ark Private Day Nursery

490 Halifax Road, Bradford BD6 2LH

Inspection date: 23 February 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Since the last inspection, there has been a significant overhaul of practice. The manager and staff team have been working tirelessly to drive improvement. They have a clear overview of what they want children to learn and why. Staff work consistently to build on what children already know and can do. They use ongoing assessments to target any gaps in children's development and to help them learn new skills. As a result, children are now making good progress in their learning and demonstrate that they feel secure.

Due to the COVID-19 pandemic, staff greet all children and their families warmly at the nursery's main entrance. On arrival, most children confidently leave their parents and eagerly seek out enjoyable activities in their nursery rooms. Children who are a little unsettled are quickly provided with cuddles and reassurance by the caring staff. This helps to support their emotional development.

Babies and toddlers enjoy taking part in sensory play as they touch and feel different textures in books and discover a variety of interesting items in sensory baskets. Children enjoy being active and benefit from the well-resourced outdoor areas. They have lots of fun as they carefully navigate climbing up steps to the slide and ride bicycles. This helps them to develop physically and promotes a sense of well-being.

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

- Staff work closely with parents from the outset to find out about children's home life and experiences. Parents speak very positively about their and their children's experiences at nursery. They comment on how effective the staff are at settling their children in when they start attending and how they like the regular communication they receive about their child's development.
- Children behave well. They listen to staff and follow instructions well. Children have good opportunities to form positive relationships with their peers, and develop their social skills well. For instance, they learn to share resources with others during activities and are confident to share their ideas with others in a group.
- The manager has set clear priorities for improvement. For example, staff have regular supervisions and are observed interacting with children. The manager understands the strengths of the team and offers mentoring or training when staff need further support. Staff comment that they feel well supported to carry out their roles.
- Children develop very good attitudes towards their learning. Toddlers demonstrate good concentration as they explore the cornflour. Older children remain engaged as they build a train track. Through trial and error, children

learn how to avoid obstacles as they extend the length of the track.

- Staff model language to children well and increase their vocabulary by talking to them during their play. For instance, as children explore the ice, staff introduce new words, such as 'slippery' and 'frosty', to describe the different textures. Staff encourage children to make connections in their learning. For example, staff ask children questions about past experiences that they have participated in as they paint pictures of places they have visited.
- Staff teach children some independent self-care skills. For example, older children tidy up and know how to put on their coats and hats. However, this approach is not consistent. For instance, some staff do some simple tasks for younger children, such as wiping their noses and drying their hands. This does not fully extend children's self-care skills.
- There is very good support for children with special educational needs and/or disabilities. The manager and special educational needs coordinator work closely with key staff and parents to develop support plans and ensure that children's individual needs are met. They consider how additional funding is spent to ensure it makes the intended difference for children. All staff work in close partnership with a range of professionals to support children to reach their full potential.
- Overall, children gain a good understanding of the importance of leading a healthy lifestyle. They benefit from healthy snacks and plenty of fresh air and exercise through regular outdoor play. However, staff do not consistently encourage children to follow good hygiene routines. For example, children are not always reminded to wash their hands before eating.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, staff have completed comprehensive safeguarding training and are alert to the signs of abuse. They know the procedures to follow if they have any concerns about children's welfare or if any allegations are made against staff. The provider uses robust vetting and recruitment procedures to ensure staff are suitable to work with children. Staff induction and ongoing meetings ensure that staff's knowledge of safeguarding procedures is secure. Staff hold appropriate first-aid qualifications. Updated risk assessments and safety checks ensure that the setting is clean and well maintained so that it is safe for all users.

What does the setting need to do to improve?

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

- encourage children to do even more for themselves during their everyday experiences, to further develop their independence

- strengthen the consistency of hygiene practices to support children's understanding of the links between good hygiene and good health.

Setting details

Unique reference number	EY555858
Local authority	Bradford
Inspection number	10213403
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	46
Name of registered person	Ark Day Nursery
Registered person unique reference number	RP555857
Telephone number	01274 418 981
Date of previous inspection	28 September 2021

Information about this early years setting

The Ark Private Day Nursery registered in 2017. The nursery employs 18 members of staff. Of these, 17 hold early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 7am until 6pm, all year round, except for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector sampled a range of documentation, including staff recruitment records and training certificates.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents and took account of their views.

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 2022