

Inspection of Country Kids Day Nursery Apperley Bridge

Brunswick Works, New Line, BRADFORD, West Yorkshire BD10 9AP

Inspection date: 5 July 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Failings in leadership and management compromise children's safety and well-being. Although there are safeguarding policies in place which highlight the importance of recording and monitoring of safeguarding matters, this is not consistently implemented. Important records regarding children's safety and well-being are not maintained. This includes concerns in relation to child protection matters, incidents and accident recording.

Children show that they have positive relationships with the staff who care for them. They embrace staff, laugh and talk confidently about what they are playing with. Children engage well in activities on offer and benefit from a curriculum that helps them to prepare well for future learning. They show that they are curious learners. Children investigate and problem-solve throughout chosen activities. For instance, during outdoor play, they fill large metal buckets with stones and pebbles. These buckets are mounted onto large balancing scales. Staff work alongside children to encourage them to estimate, count, measure and weigh. Furthermore, children talk about shapes they see in their environment and count the number of steps they take as they climb up a large slide in the garden. This helps to promote their mathematical development.

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

- The setting has recently been taken over by new management. However, some new policies have not yet been embedded. That said, leaders show that they have plans for improved evaluation procedures. Staff receive training and attend regular meetings. The current manager works alongside staff, offering coaching, mentoring and support. This helps to ensure that the setting's curriculum is implemented.
- Partnership working with parents is not effective. Parents are unsure of who their child's key person is. They comment that they are anxious about changes of ownership as they are unable to enter the premises, and feel that there has been little communication about the changes. Furthermore, parents are not aware of the procedure to follow should they wish to make a formal complaint. Therefore, complaints raised by parents are not fully investigated.
- Children generally behave well. They form good friendships with one another. Children show good social skills and invite others to join in their play. Staff offer children regular praise and encouragement. This helps to promote children's self-esteem.
- Staff show that they understand what children need to learn next and build on children's skills as they move throughout each stage of the nursery. For example, young toddlers use brightly coloured materials and move their arms and hands to music. This helps to develop their muscle control and coordination.

Older children make large marks using chalks and water in the nursery garden. These development stages help to build on children's early literacy skills.

- Children spend long periods of time engaged in water and sand play. They use toy sea mammals and demonstrate good creative and imaginative skills. Children show good hand eye coordination as they mould sand structures.
- Staff are enthusiastic. They use props and puppets to help children to join in with song and story time. Young children choose wooden spoons with various characters on to represent familiar songs and rhymes. Older children choose props from a bag and join in with different actions. This helps to develop children's communication and language skills.
- The manager and staff work well with local schools where children attend. Nursery and reception teachers visit children in their nursery environment. This helps to prepare a smooth transition for children ahead of their move to school.
- Children are provided with healthy choices during meal times. They learn to manage their independence and develop self-care skills. Children are physically active in their play. They play on bikes and scooters in the outdoor area. Staff play alongside children and show them how to use their feet to propel forward. Children use large water pumps and funnels to coordinate the flow of water on a large wooden structure in the nursery garden.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that the safe and efficient recording of information relating to children's safety and well-being is in place. This means that children's welfare and safety is compromised. Although the manager works in partnership with other professionals and shares information there are no procedures in place to monitor and review this to ensure that children's needs are safely met. The settings safeguarding policy is not followed. However, the manager and staff are aware of safeguarding matters. They are able to recognise and report concerns about children. Staff receive training to develop their knowledge of the signs and symptoms of abuse.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve leaders' and staff's safeguarding practice, particularly in relation to implementing the setting's safeguarding policy regarding recording of information	28/07/2022

improve the safe recording of child protection matters and incidents relating to children's welfare	28/07/2022
improve communication with parents, particularly in relation to ensuring that they are aware of who their child's key person is	28/07/2022
provide parents with a copy of the setting's complaints procedure to ensure parents are aware of how to make a complaint to Ofsted if they wish to do so.	28/07/2022

Setting details

Unique reference number	EY486186
Local authority	Bradford
Inspection number	10242541
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	1 to 7
Total number of places	30
Number of children on roll	31
Name of registered person	Sunnyside Day Nursery And Play Centre Limited
Registered person unique reference number	RP907133
Telephone number	01274 613100
Date of previous inspection	23 January 2017

Information about this early years setting

Sunnyside Day Nursery re-registered in 2015 under a new private limited company. The nursery employs 13 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 3. The manager holds early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am 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

- 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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