

Inspection of Children's Place Heaton

83 Leylands Lane, Heaton, Bradford BD9 5PZ

Inspection date: 30 September 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children happily arrive at the nursery and are greeted by warm and caring staff. Activities that children enjoy are provided, which helps them to settle quickly. Children's behaviour is good. They separate from their parents with ease and develop positive attitudes to their learning.

Children engage in a wide range of outdoor activities at the nursery. The well-organised environment promotes their natural curiosity and eagerness to learn. Children are confident and interact with staff, each other and visitors. Toddlers squeal with delight as they splash in the rain puddles and fill and empty jugs of water. Children enjoy listening to a story as they sit underneath the tree outside. Toddlers use brushes to paint the barks of the trees with coloured shaving foam. Older children increase their mathematical knowledge as they measure and weigh the ingredients to make play dough. They work together to mix and achieve the right consistency. Staff challenge children's thinking, which supports them to make predictions and problem-solve.

The nursery cook provides children with healthy meals and snacks based on a pescatarian menu. Fresh drinking water is easily accessible. Staff ensure that children's dietary requirements and allergies are fully catered for. For example, they provide red plates for children with allergies and green plates for other children. Oral health is well supported in the nursery. Staff talk to the children about looking after their teeth and provide activities to promote teeth cleaning based on initiatives such as 'Bright smiles' oral health.

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

- All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points in learning. They enjoy their time in this engaging, child-centred and language-rich environment. Children with SEND receive good support. The SEND coordinator and key person work closely with parents and other professionals.
- Staff create an inclusive environment that values children's individuality well. They promote children's home languages and involve parents in sharing key words. Children learn about cultural festivals. This supports children to understand what makes them unique, and learn to respect and value their wider diverse community.
- Key persons observe and assess children's development effectively. They use children's next steps in development to plan activities to engage children. As a result, staff are very clear about how to support children's individual learning and development needs.
- Partnership with parents is effective. Parents are regularly updated about their

children's daily routines, including via an electronic app. Parents speak well of the care that their children receive. They talk positively about how their children have settled into the nursery. They comment on the daily handovers that inform them of what their children have done. They receive support to continue their children's learning at home.

- Managers use children's additional funding well. For example, following the COVID-19 pandemic, they provide parents with a clothes bank and a book library to ensure that children and families are valued during difficult times.
- The nursery curriculum focuses on teaching children the life skills that they will need to be well prepared for starting school. For example, children learn to take turns and they follow instructions as they tidy up their toys. Children learn to use a knife and fork, pour their drinks, and serve their food at snack and mealtimes.
- Staff promote children's communication and language development well. They sing nursery rhymes to the children as they play and during daily routines, such as nappy changing. Babies repeat familiar songs as they engage in activities. Staff use signs alongside words to support babies' and toddlers' early communication skills. They have in-depth conversations with older children about their experiences during the day. This helps to further develop children's language and confidence.
- The experienced manager and deputy support the team well. Staff report that their well-being is good, and they receive support in their role. The manager works with staff and observes them as they work with children. She meets with staff to discuss their role, agree professional development targets, and plan future training. However, the targets that are set for staff do not always fully support them in raising the quality of their teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the setting's safeguarding policy, and they keep their training up to date. All staff have a good understanding of their responsibility to safeguard children, which includes whistle-blowing. They recognise the signs and symptoms that might indicate that a child is at risk from harm or abuse. Staff receive regular safeguarding training, including in the 'Prevent' duty. They know the procedures to follow if they have any concerns regarding a child's welfare. The management team has robust recruitment procedures in place and completes ongoing checks to ensure the suitability of staff. Staff use risk assessments and daily checks to make sure that the environment is free from hazards and children's safety remains a high priority.

What does the setting need to do to improve?

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

- provide more targeted and precise support to each member of staff, helping them to enhance their teaching skills to the highest level.

Setting details

Unique reference number	EY452943
Local authority	Bradford
Inspection number	10229633
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 4
Total number of places	51
Number of children on roll	59
Name of registered person	The Children's Place Ltd
Registered person unique reference number	RP520747
Telephone number	01274921319
Date of previous inspection	8 November 2016

Information about this early years setting

Children's Place Heaton registered in 2012. The setting employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum. The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The special educational needs coordinator and deputy manager spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of an activity with the manager.

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