

Inspection of Country Kids Day Nursery Apperley Bridge

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

Inspection date: 4 January 2023

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

Staff have a shared understanding of what they want children to learn and why. They effectively plan the learning environment to take account of children's next steps. Staff differentiate well for different learners to provide challenge. They know when to intervene to add value to the child's learning experience.

Children work collaboratively on tasks. They wash the dinosaurs and farm animals in a bucket of water and describe what they are doing. Staff model language well and introduce children to new words and their meanings. They talk about the 'udders' on the cow and where milk comes from. Children make connections in their learning as they identify other animals that have 'udders' too.

Staff give children lots of opportunities to practise newly acquired skills to ensure that knowledge is securely embedded. Children enjoy stories and show increasing recall as they talk about the different characters in the book and what they did. They remember the order and sequence of events and that an 'author' is the name of the person who writes the story.

Since the last inspection leaders and managers have worked hard to improve practice in the nursery. Coffee meetings with parents are just one of the ways in which they have improved communication with parents. Parents know who their child's key person is and understand their role.

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

- The curriculum builds on children's learning and skills, and ensures that they acquire the core skills they need for future learning. Staff talk confidently about their key children and about the skills they are focusing on and why.
- Staff support children to listen, persevere on tasks and to be able to sit and concentrate for longer periods of time. Staff encourage children to do things for themselves to promote their physical independence. Children develop their strength and coordination, as they 'squeeze' to undo the clip fastenings on outdoor clothing. They have the confidence to try themselves and persist well, before asking for help. They problem solve, understanding that their boots need to be taken off first before their dungarees.
- Staff actively encourage babies and toddlers to explore their environment and be involved in a range of sensory explorations. Children in the pre-school room work collaboratively on tasks as they use blocks to build a cave as part of their bear hunt narrative.
- Staff are skilled at 'tuning in' to what young children are trying to say to them and allow them to lead conversations. Staff give children thinking time when they ask questions and take care not to interrupt them. During daily routines,

staff regularly talk to babies about what they are doing and are going to do. Back and forth exchanges of 'babble' and single words, helps to develop and encourage children's early attempts at language and communication.

- Overall, routines to accommodate the children's needs work well in practice. However, this is less evident at lunchtimes, when consideration is not given to the length of time between the babies being seated and them receiving their food. This results in some children becoming upset and unsettled.
- Children with special educational needs and/or disabilities receive good levels of support and challenge from staff. Staff work in partnership with parents to get children the help and support they need. However, consideration is not always given to what more they could do while waiting for specific targets and support from professionals. This is particularly evident for children experiencing difficulties with speech and language.
- Leaders, managers and the whole staff team have worked hard to improve practice since the last inspection. Staff have had further training on the setting's policies and procedures. They demonstrate a good understanding of their role and responsibilities. Regular supervisions, along with peer observations, are used well to identify further training to ultimately improve outcomes for children.
- Parents describe how well their children are progressing and how useful they find the feedback they receive. They explain the key skills staff are focusing on with their children and understand the reasons why. Parents speak highly of the staff and leadership team and the feedback they receive.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, leaders and managers have taken action to ensure that everyone understands their duties and responsibilities around safeguarding. This includes the recording and timely sharing of information to safeguard children. Leaders and managers check that everyone understands the setting's policies and procedures and has the confidence to follow these in practice. All staff have attended recent safeguarding training and are able to identify the indicators of abuse. Clear and effective arrangements for the recruitment and vetting of staff ensures those employed are suitable to work with children.

What does the setting need to do to improve?

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

- consider how lunchtimes are organised to ensure that babies are not sat for long periods of time waiting for their food
- support staff to consider different ways in which they can encourage children with less language to increase their vocabulary.

Setting details

Unique reference number	EY486186
Local authority	Bradford
Inspection number	10249027
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 5
Total number of places	30
Number of children on roll	19
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	5 July 2022

Information about this early years setting

Sunnyside Day Nursery re-registered in 2015 under a new private limited company. The nursery employs five members of childcare staff, three of who hold appropriate early years qualifications at level 3. 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

Annette Stanger

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual and the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a group story time session.
- The inspector observed the interactions between staff and the children.
- Parents and grandparents 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.

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 2023