

Inspection of Queensbury Private Day Nursery Limited

92 High Street, Queensbury, Bradford, West Yorkshire BD13 2PD

Inspection date: 9 January 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children show their positive attitudes to learning as they play and explore under the care of the enthusiastic staff at this nursery. They grow their communication skills as staff provide opportunities for children to use new words as they play. Children in the pre-school room enjoy taking part in pretend play. Staff provide toys and resources to extend children's learning. Children pretend to work in a café or a dentist. They develop their understanding of the community and people who help them. Children build relationships with their friends as they play together.

Babies enjoy exploring their senses as they explore a tray of cocoa powder. Staff show them how to make patterns in the powder. Babies watch and copy, using their fingers to draw lines. This supports their early understanding of mark making. Toddlers excitedly add coloured powder paint to puddles. They are curious as they watch the colours mix together. Toddlers delight in splashing in the puddles as they 'stomp like dinosaurs'. Children benefit from spending time in the outdoor area. They learn to be physically active. Children build their large-muscle skills as they ride on push-along toys or paint on big sheets of paper.

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

- Staff find out about children's interests. They share a two-way flow of information with parents and carers about their children's development via an online app. Staff use this knowledge to plan how they will further support children's learning. For example, staff use picture cards of children's favourite television characters during children's play. Children listen to staff saying key words and repeat these back to them. Staff regularly check children's progress and identify any gaps in their learning. They then ensure that children receive targeted support and continue to make good progress.
- Children take part in group activities, such as listening to a story. However, on occasion, the group sizes are too large or activities are too long. Some children struggle to concentrate for the time which staff expect. As a result, children sometimes lose focus on what they are supposed to be learning.
- Staff encourage children to be polite. They show children how to use words such as 'please' and 'thank you'. Consequently, children behave well. When rare incidences of unwanted behaviour do happen, staff direct children's attention elsewhere. They talk gently to children and help them to learn what is expected of them.
- Older children wash their hands independently. They learn how to manage their own personal hygiene. However, staff help children in the baby room to wash their hands by placing them in the same bowl of water. This does not support young children's understanding of hygiene and germs.
- Staff provide some children with opportunities to be independent during

mealtimes. For instance, pre-school children serve their own meals at lunchtime. However, the same opportunities are not offered to some of the younger children. Snacks are often pre-prepared and then served by staff. This does not consistently help all children to develop their independence skills.

- The nursery uses additional funding to purchase sensory resources and electronic devices. These specifically meet the needs of children with special educational needs and/or disabilities (SEND). Staff teach children with SEND simple sign language to help them to communicate their needs. This ensures that children with SEND make good progress.
- The nursery has gone through a recent turnover of staff. Leaders are continuing to develop the skills and knowledge of new and less-experienced staff members. They are supporting them in working towards gaining relevant childcare qualifications. Staff receive personalised training and support to enhance their practice. This has a positive impact on the care and experiences of children.
- Leaders have failed to notify Ofsted of a significant event that happened in the nursery. However, they accept that this was an oversight. Leaders now understand their responsibility to notify Ofsted of significant events in the future, and other aspects of leadership and management are good. Furthermore, the manager has taken appropriate action to ensure that a similar event does not happen again, and so there is no impact on children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders identify any risks in the nursery. They make the necessary improvements to help to keep children safe, such as ensuring that gates and doors are secure. Leaders ensure that staff's safeguarding knowledge is regularly checked and refreshed. As a result, staff's safeguarding knowledge is excellent. Staff have a broad understanding of signs that would cause concerns for a child's welfare. They understand the procedures to follow if they have any concerns about children. Staff understand the role of the designated officer in the event of an allegation. They know how to whistle-blow if they have concerns about the practice of a colleague or the leadership team.

What does the setting need to do to improve?

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

- plan group activities to ensure that children are able to focus on their learning for an amount of time that is appropriate to their age and abilities
- improve the handwashing procedures in the baby room to further support young children's understanding of hygiene routines
- enhance the opportunities for all children to further develop their independence skills during snack and mealtimes.

Setting details

Unique reference number	EY550705
Local authority	Bradford
Inspection number	10269954
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 11
Total number of places	90
Number of children on roll	103
Name of registered person	Queensbury Private Day Nursery Limited
Registered person unique reference number	RP550704
Telephone number	01274 814696
Date of previous inspection	27 August 2019

Information about this early years setting

Queensbury Private Day Nursery Limited registered in 2017 and is located in Bradford. The nursery employs 16 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. 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

Samantha Lambert

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a creative activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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