

# Inspection of Worth Valley Private Day Nursery LTD

34 Wesley Place, Halifax Road, Keighley, West Yorkshire BD21 5EH

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Inspection date:

24 January 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy and excited when they arrive at this warm and welcoming nursery. Smiling staff greet children as they arrive. Children separate from their parents and carers confidently. They develop strong attachments to staff, who know children and their families well. Children feel safe and secure at the nursery.

Generally, children engage in their play. Babies explore the environment; they experiment making sounds with different instruments. They sit in the sand tray and feel the texture of the sand as they rub it between their fingers. Older children explore water and watch carefully as it runs through their fingers. They independently look at books and take delight in acting out role play in small groups. Children build a den and use a wooden block as a remote control as they 'watch a movie'. However, staff do not plan children's experiences and the environment as effectively in the two- to three-year-old room. This means that not all children are fully engaged in their learning and make the progress of which they are capable.

Nevertheless, two-year-old children engage in their learning outside. They take delight in racing cars and boats down a pipe into the water. Children use different-sized paintbrushes to paint the wall and wooden bridge. Children, including those with special educational needs and/or disabilities (SEND), use their senses to explore the environment. They listen to the sounds they make as they stomp across the wooden bridge and crush the gravel with their shoes.

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

- The manager has a good understanding of the strengths and weaknesses of the setting. There are plans in place for improvements. However, these are not yet fully implemented. As a result, the experiences of children across the nursery are not consistent.
- Staff do not plan routines to consistently support the developing needs of the younger children. Consequently, younger children lose focus at circle and transition times. Staff are not consistent in dealing with children's behaviour. Therefore, it is not always clear to children why rules are in place.
- Staff do not always challenge children's unwanted behaviour. When children take toys from one another, staff do not always support children to resolve their differences. This impacts on some children's personal development, and children do not always learn to be respectful of each other.
- Children in the three- to four-year-old room are confident speakers. They are inquisitive and ask the inspector lots of questions and want to know what they are doing. Children, including those with SEND, are confident to approach the inspector and share their knowledge and pictures. Staff engage with children in

small-group activities. Children read stories and complete jigsaws. Staff ask questions and develop children's language by modelling new words.

- Staff are very responsive to children's needs in the baby room. They quickly identify what babies need and offer support. They are respectful of the needs of the babies and wipe their noses, explaining what they are doing. Children form strong bonds with staff. They go for cuddles when they are upset and quickly settle with the support of the caring key persons.
- Children enjoy lunchtimes. Babies sit contented as they wait for lunch. They persevere with trying to feed themselves and enjoy their food. Staff support two-year-old children to use their forks. Older children help themselves to water from a dispenser. Children develop their increasing independence skills.
- Children learn about different festivals. They tell the inspector, 'It's Chinese New Year'. Children listen to Chinese music while having noodles for lunch. They show the inspector the display of the dragon on the wall. Children are proud of their work. They learn about the world around them.
- Parents are very positive about the nursery. They say that their children love to come and are eager to get here. Parents feel supported and comment that staff are welcoming. They feel confident to raise any concerns with staff. Parents know their child's key person. They feel well informed about how their children are developing.
- Staff use assessments to identify any additional needs children may have. They put support plans in place swiftly. The special educational needs coordinator (SENCo) works closely with outside agencies to ensure that children receive the support they need. Children with SEND are well supported and make good progress.
- The manager has a clear overview of what they want children to learn. Overall, staff sequence children's learning across the rooms to build on what children know and can do. For example, babies babble and two- to three-year-old children move on to speaking short sentences. Older children use more complex sentences and language. Communication and language are a focus throughout the nursery. Older children are well prepared for their move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy manager have undertaken training to ensure that they have the knowledge and understanding to be the designated safeguarding leads. In addition, all staff have completed safeguarding, hygiene and paediatric first-aid training. Staff have a strong understanding of how to keep children safe. They can identify the signs and symptoms of abuse, including those relating to 'Prevent' duty. Staff are confident in how and when to report any concerns regarding children or staff. Managers check that this knowledge is up to date. For example, managers provide staff with safeguarding questions during staff meetings. Robust recruitment procedures are in place, and all staff undergo ongoing suitability checks. The premises are safe and secure.

## **What does the setting need to do to improve?**

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

- support all children to be inspired in their learning and engaged in their play
- ensure that children's behaviour is consistently managed to help children understand what is expected of them
- review the organisation of routines to make sure that children are not waiting for long periods of time during transitions.

## Setting details

<b>Unique reference number</b>	EY470516
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10259969
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Worth Valley Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP903553
<b>Telephone number</b>	01535 957063
<b>Date of previous inspection</b>	27 September 2022

## Information about this early years setting

Worth Valley Private Day Nursery LTD registered in 2013 and is located in Keighley, West Yorkshire. The nursery is open all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and a week at Christmas. The nursery employs 17 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group 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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