

Inspection of Dradishaw House Day Nursery

15 Dradishaw Road, Silsden, Keighley, West Yorkshire BD20 0BH

Inspection date: 8 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children are busy and excited to learn in this welcoming nursery. They are keen to get involved in activities and demonstrate positive attitudes to learning. They are supported by staff who know them well. From the outset, children build secure relationships with staff and other children. They settle quickly and are soon confident to lead their play and learning. Babies benefit from staff who are caring and attentive. For example, when babies wake from their nap, staff cuddle them and sit with them on their knee until they are ready to join in with play again.

Children are polite and behave well. They learn to be kind, share, and play cooperatively. They have access to a broad range of resources that capture their interests. For instance, during outdoor play, children work together and share their ideas to solve problems when building ramps to roll their cars down. They discuss vehicles that might be fast or slow. They test out their theories using different sized vehicles. Babies have space to enjoy time on their tummy. Staff encourage them to roll and help them to build their muscles as they pull themselves up.

Children develop independence and good self-care skills, which prepares them well for the move to school. For example, toddlers use spoons to feed themselves. Older children serve themselves at mealtimes and progress to using a knife and fork competently. They dress themselves to go outside to play, considering which clothes they might need for the snowy weather.

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

- Parents greatly appreciate the care and learning experiences staff provide for their children. They say children make swift progress from the start. They soon develop confidence, empathy and strong communication and language skills. Parents say that overall, frequent communication keeps them informed of their children's achievements. Staff also help them to continue children's learning at home. Children often share familiar stories and rhymes that they have heard in the nursery with parents. However, not all parents feel that they have enough time to discuss children's learning with the key person.
- The provider and her staff plan a broad curriculum that considers the different ages and stages of children. Children benefit from a successful balance of adult-led learning and child-led play. For example, children begin to recognise different shapes and make connections to things they are familiar with. They talk about their square windows at home and their cats' eyes that are round. Staff encourage children to look at other shapes in the environment during their journey home and share this suggestion with parents.
- Children have many opportunities to develop their physical skills. They experiment with size and weight when playing with water outside. Staff

encourage them to think about 'huge' containers that might be 'heavy' once full of water. Children persevere so that they can create waterfalls using drain pipes. Children use small tools to roll and shape play dough. They use large spoons to stir big pots of pretend soup. These activities help children to build the muscles and control that they need for early writing.

- Staff promote children's communication and language development well. They place a strong emphasis on encouraging children to speak and expanding children's vocabulary. For example, staff encourage babies to babble and toddlers to start using two words together. They help children develop a love of books. Children freely access a wide range of books and have comfortable spaces to read. They enjoy adult-led story sessions. Staff pause for children to join in with familiar phrases. They introduce new words, such as 'squawk' and 'squeak'.
- Staff work well with parents and other professionals to support children who need extra help with their learning. They promptly identify children who might be falling behind and quickly put strategies in place to help them catch up. Staff share information with schools to ensure children have the support they need when they move on to school.
- The provider has introduced a programme of supervision and support for staff, although this is not yet precisely targeted to help staff raise their teaching to the highest standard. Nevertheless, staff benefit from regular, constructive feedback about their teaching practice. They are given good opportunities to evaluate their own practice and they show pride in the learning experiences they offer to children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have updated their safeguarding and child protection training to refresh their knowledge. They now understand their responsibilities to keep children safe. They complete effective risk assessments to check the premises are safe and secure. The provider has a new policy for visitors in place to ensure staff know how to keep children safe when visitors are in the nursery. Staff carry out effective hygiene routines to ensure the nursery is kept clean. The provider now understands their role as the designated lead for safeguarding in the nursery. Staff show a good understanding of child protection issues and know how to respond promptly and appropriately if concerns arise about the welfare of a child in their care.

What does the setting need to do to improve?

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

- continue to build on staff's professional development to precisely target the

areas where they need to improve and raise their standard of teaching to the highest level

- strengthen partnerships with parents so there is a consistent two-way flow of information with all parents.

Setting details

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| Unique reference number | EY339820 |
| Local authority | Bradford |
| Inspection number | 10277448 |
| 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 4 |
| Total number of places | 64 |
| Number of children on roll | 82 |
| Name of registered person | Claire Halliday, Michael Halliday & Susan Halliday Partnership |
| Registered person unique reference number | RP909383 |
| Telephone number | 01535 652 020 |
| Date of previous inspection | 11 April 2017 |

Information about this early years setting

Dradishaw House Day Nursery was registered in 2006. The nursery employs 10 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday all year round, apart from a week at Christmas and bank holidays. Sessions are from 7am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicola Dickinson

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 provider and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector carried out joint observations of activities with the provider.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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