

# Inspection of Nightingales Day Nursery

Airedale General Hospital, Skipton Road, Steeton, Keighley, West Yorkshire BD20  
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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled at this welcoming and friendly nursery. The nursery rooms are calm and children focus on their play. Children are curious and show high levels of concentration. For instance, when staff pour sand into a funnel, young children watch intently as the sand pours out. Children are inquisitive about where the sand has gone. They build good relationships with their peers. Older children make 'chocolate pie' from mud and water. They experiment by adding mud to a bucket of water and become excited as the water rises. Children try to lift the heavy bucket. They work out that they need to tip some water out, so that they can lift it, working together to solve problems. Children make good progress.

Children develop their independence skills. They learn to feed themselves from a young age. When outside, older children decide if they need their coats on. They learn how to put it on themselves. Children engage in role-play activities. Staff support younger children as they sit in the play boat. They ask questions, such as, 'Where are you taking us?'. Older children play together as they pretend to catch a dinosaur. They listen and talk to each other as their play develops. Children develop their imaginations.

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

- Staff find out about babies' routines before they start. They find out about children's likes and dislikes from parents. Babies' needs are individually met. They snuggle in for comfort with their key person when they are tired. Staff know children well. They know about their family lives, where they are in their development and what their next steps in learning are. Children develop strong attachments with staff.
- Children learn new language. As a helicopter lands nearby, staff talk to children about what is happening. They use the words 'propellers' and 'hovering' to describe what the helicopter is doing. Children are confident to talk with the inspector. They are curious and ask questions. Children are polite and well mannered, asking, 'Excuse me, what are you doing here', and, 'What is your name'. Children become confident speakers.
- Children develop a love of stories, songs and rhymes from an early age. Babies look at pictures in books with their key person. Toddlers sing along to music. Older children use props to support their storytelling. They predict what happens next. Children have favourite stories.
- Children develop good pre-writing skills. Younger children paint and draw on a large scale to build their muscles. Older children learn how to use different mark-making tools and equipment, such as pens, pencils, scissors and a hole punch. Children draw detailed pictures and begin to form the letters of their name.

- Parents are extremely complimentary of the nursery. They feel well informed about their child's time at nursery. Parents report their children have 'come on leaps and bounds' since starting the nursery. They talk about feeling at ease when leaving their children. Parents trust all staff to care for their children. They feel confident in asking for help. Parents comment on the support and advice which they have received to support their child at home.
- Older children play games and learn to take turns. They play cooperatively during a phonics game. Staff skilfully model the sounds which the letters make. Children engage in the game and wait patiently for their turn. They learn about the rules of the game.
- Children with special educational needs and/or disabilities are supported well. Staff identify their needs and put support in place. Staff work well with outside agencies to provide the level of care which children need.
- Overall, children learn about the rules and boundaries of the nursery. Staff respond calmly and sensitively to unwanted behaviour. In some rooms, staff use key visuals for children to follow. However, this is not yet consistent with all children. Younger children are not always given clear rules and boundaries to follow.
- Most children are engaged in their learning. However, sometimes, staff do not always quickly identify children who are not engaged. This results in some children having a lack of focus during activities. As a result, some children do not make as much progress as they could.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting is safe and secure. Leaders and managers act swiftly when a risk is identified or an incident occurs. Staff have a strong knowledge of how to keep children safe. They can identify the signs and symptoms of abuse and know who and where to report any concerns regarding children or adults. All staff are trained in paediatric first aid, food hygiene and allergies. Health and hygiene procedures across the setting are well maintained. Children are encouraged to wash their hands before eating. Staff follow hygiene procedures when serving food and use clean bedding each day for children to sleep on. This helps to stop the spread of infection.

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

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

- build on the use of simple rules and boundaries, so that all children have clear expectations
- ensure that all staff quickly identify children that need support to fully engage in their learning.

## Setting details

<b>Unique reference number</b>	302013
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10269532
<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>	108
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	Airedale NHS Foundation Trust
<b>Registered person unique reference number</b>	RP521821
<b>Telephone number</b>	01535 294092
<b>Date of previous inspection</b>	7 November 2022

## Information about this early years setting

Nightingales Day Nursery registered in 2001. The nursery is in the grounds of Airedale General Hospital in Steeton, near Keighley. It employs 37 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including seven at level 6. The nursery opens all year round, from 7am until 7pm, Monday to Friday. 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 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times 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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