

Inspection of Bradley Bar Private Day Nursery Limited

371 Bradley Road, Huddersfield HD2 1PR

Inspection date: 3 May 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children benefit from ongoing improvements to the nursery, including spacious, comfortable rooms and natural resources outside. They enjoy high-quality, home-cooked meals that are planned carefully to meet their nutritional needs. Children experience well-planned transitions into the nursery and on their journey through the different rooms. As a result, they quickly form strong bonds with the nursery's staff and become confident, independent learners. Children with special educational needs and/or disabilities receive high levels of support to ensure they make the progress they are capable of.

Children's behaviour and their attitudes to learning are good. Staff are positive role models. They remind children of expectations for their behaviour. Any unwanted actions are dealt with promptly and sensitively. This means children soon develop their understanding of right and wrong and why some behaviour is not acceptable.

Children thoroughly enjoy free access to the outdoor environment. They have space to run, play football and test their physical skills using large play equipment. Children learn about their natural environment when they search for bugs in dark corners and under bark. Overall, they become immersed in their play and are motivated to learn more. For instance, children show wonder when they observe how bubble liquid poured through a funnel turns into bubbles when it lands in water. Children make good progress in their learning and are well prepared for the eventual move to school.

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

- The nursery is managed by a highly ambitious leadership team, who are driven to improve the nursery further. They have high regard for staff's well-being. Leaders observe staff's practice regularly to identify strengths and areas for improvement. They recognise staff's good practice and give praise, which boosts staff's confidence. Leaders listen to the staff team and ensure that staff access the training they need to maintain high standards in care and education.
- Staff build secure relationships with parents and children. They gather information about children's care routines and learning experiences at home. They share information about children's progress with parents through an online system and meetings with their child's key person. Parents are positive about the nursery. Their feedback is used to make improvements. For instance, the nursery changed the time of 'play and stay' sessions so that more working parents could attend. Staff work closely with parents to address emerging gaps in children's learning. They seek advice from outside agencies straightaway to make sure children have the support they need to reach their potential.
- Leaders support links with the local community. They collect donations for the

local food bank and share information so any parents who might be struggling know the facility is there for them to use. Leaders invite elderly residents from the nearby care home to enjoy afternoon tea with the children. This gives children the opportunity to paint and enjoy discussions in this wider social group.

- Staff use their knowledge of children's interests and what they can already do to plan a broad range of activities across the curriculum. In the main, these are delivered successfully. However, during some small-group activities, staff do not fully consider the ages and stages of each child in the group. As a result, some lose interest and do not benefit fully from the learning experience.
- Children develop their understanding of the natural world through stories and activities. They learn about growth and change when they plant seeds and watch them grow. They observe how their own caterpillars change into butterflies. However, staff do not always help the most able children to make connections in their learning and build on what they already know. For instance, they do not encourage children to think about how bugs they find in the garden compare to those they are monitoring or have read about.
- Staff place a strong emphasis on developing children's speech and language skills. They introduce new words, such as 'crispy' and 'crunchy', during children's play with materials of different textures. Older children learn words such as 'centipede' and 'mosquito'. Staff encourage babies to babble and experiment with sounds. Children enjoy learning other languages, such as French. Staff discuss with parents the importance of continuing to use children's home languages alongside English.
- Staff support children's understanding of mathematics throughout their play. Children learn to count. They explore quantity and weight during play with sand and water. Children explore movement and speed when they experiment with rolling toy vehicles and balls down ramps.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that ratios are always met and staff are deployed effectively to meet children's needs. They have a good understanding of their community and child protection issues. Staff can identify the signs and symptoms which may indicate a child is at risk of harm. They know who to contact if they have concerns about a child's safety and welfare, or about an adult. Leaders ensure that all staff attend safeguarding training regularly to update their knowledge. Staff maintain a safe environment for children. They complete thorough risk assessments to ensure that the premises and equipment are safe and suitable for children.

What does the setting need to do to improve?

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

- plan small-group, adult-led activities more effectively to meet the individual learning needs of all children in the group
- consider how to extend and consolidate the most able children's learning to help them make connections in their learning and to build on what they already know.

Setting details

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| Unique reference number | EY473998 |
| Local authority | Kirklees |
| Inspection number | 10286539 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 59 |
| Number of children on roll | 80 |
| Name of registered person | Bradley Bar Private Day Nursery Limited |
| Registered person unique reference number | RP533398 |
| Telephone number | 01484429202 |
| Date of previous inspection | 26 February 2018 |

Information about this early years setting

Bradley Bar Private Day Nursery Limited registered in 2014. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 1 or above. The nursery opens Monday to Friday, all year round. 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

Nicola Dickinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 observed teaching and held discussions with staff members about the work that they do.
- The deputy manager and the inspector completed a learning walk together.
- The inspector carried out joint observations of activities with the manager.

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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