

# Inspection of Wishing Tree Nursery And Pre-School

166 Keighley Road, Bingley BD16 2DZ

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Inspection date: 4 May 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	Good
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## What is it like to attend this early years setting?

### The provision is good

This is a very happy and welcoming nursery. Children are deeply engaged in their play and learning. Outside, children explore the mud kitchen area and use their skills in imaginative play and creativity to produce mud pies and drinks. They discuss the ingredients they have used, demonstrating their knowledge of nature as they explain that they have added lavender and mint to their creations.

Staff use skilful observations and assessments to create a curriculum that meets the needs of individual children. For example, staff use toy dinosaurs and animals to help babies to develop their speaking skills by prompting them to make animal noises as they play. Children's behaviour in all areas of the nursery is very positive. Their personal, social and emotional development is clearly nurtured in each room. Babies sit together to make music with household items and smile and laugh at each other as they play. Toddlers eagerly sit together in a circle and join in with a 'hello' song, waving to their friends as they sing each name. Pre-school children spend time busily drawing with felt-tip pens and happily let other children join in and add to their creations.

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

- Children's language development is a key area of focus in this nursery. Staff use songs and imaginative play to underpin children's learning of new language. Children are encouraged to make up their own songs and can be heard happily singing as they concentrate on their play. However, staff have not been vigilant in ensuring that a variety of books are provided in each room, following a recent reorganisation of the rooms. This means that for a short time, children have not had the opportunity to develop their literacy and language skills through the handling and exploration of books.
- The learning environment, both in the rooms and outdoors, is extremely inviting. It prompts children to explore and investigate with high levels of interest and enthusiasm. However, the bathroom and nappy changing areas do not benefit from the same levels of care and attention. This means that children's understanding of cleanliness and tidiness is not always promoted.
- Children's progress and next steps in learning are shared with parents and carers during daily handovers and in greater detail at parents' evenings each term. Parents speak highly of the support and communication they receive from the nursery. This means that all adults around children are aware of their stages of development and the support that is needed to move their learning on.
- The curriculum sequences children's skills in independence. For example, children in the toddler room learn how to line up beautifully to wait for their lunch to be served and carefully carry their plate to their seat. They independently cut their food and feed themselves a healthy lunch, while

displaying excellent table manners.

- Staff's interactions with children are supportive and nurturing. They help children to feel safe and well cared for. For example, children's emotional and physical needs are quickly met. Warm hugs are happily given when children show they need them. Tissues are always on hand to wipe children's noses, keeping them clean and comfortable.
- Children with special educational needs and/or disabilities (SEND) are well supported and show that they are very happy and settled here. Key persons have supportive and caring relationships with all their children, including children with SEND. This helps to give children the confidence to try new things and progress in their learning.
- The management team has responded very robustly to the recommendations given at the last inspection. The outdoor area is a particular strength and children have vast opportunities to develop their learning in this area. In addition, the management team supports staff well and provides a range of suitable ongoing training, which has positive impacts on the children. For example, training in sign language has been particularly beneficial for staff to support children who missed out on social opportunities during the COVID-19 pandemic.

## Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a thorough understanding of their duty to keep children safe. They understand the wide range of types of abuse and can clearly discuss the signs and symptoms that could indicate a child is at risk of harm. They fully understand the process for referral to other agencies and display confidence in their ability to do this. Staff have effective procedures in place to ensure that the building is secure. They make rigorous daily safety checks in the nursery. Staff also implement safety measures well when children are taken on trips off the nursery site. All staff undertake paediatric first-aid training.

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

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

- extend opportunities further for children to develop their skills in language and literacy, such as by providing consistent access to a range of high-quality books
- extend the organised and welcoming nursery environment into the personal care areas, including bathrooms and baby changing areas.

## Setting details

<b>Unique reference number</b>	EY489681
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10290451
<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>	45
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Robson, Sally Jane
<b>Registered person unique reference number</b>	RP909550
<b>Telephone number</b>	01274562962
<b>Date of previous inspection</b>	21 June 2018

## Information about this early years setting

Wishing Tree Nursery and Pre-School is located in Bingley and registered in 2015. The nursery employs 12 members of childcare staff. Of these, nine hold relevant early years qualifications at level 3 and above, including the owner, who holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. 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

Dani Taylor

## 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 staff 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 joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke 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 inspector spoke with the registered individual about the leadership and management of the nursery.
- 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 manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including menus, and reviewed evidence of the suitability of staff working in the nursery.

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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