

Inspection of Thornbury Play & Learn Nursery

103 Thornbury Road, Bradford, West Yorkshire BD3 8SA

Inspection date: 5 October 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

The newly appointed manager and staff team have worked hard to make significant improvements to the overall quality of the setting. Children show that they feel happy and safe in the care of the nurturing adults. They cheerily greet staff and separate well from their parents. Children demonstrate that they are familiar with the nursery routines as they hang up their coats independently and get ready to start their day. Staff know children well. They complete observations and assessments of children's learning and identify what children need to learn next. The highly qualified and experienced manager has a clear understanding of what she intends children to learn and supports staff to implement this in practice. Children cuddle up to staff as they listen to exciting stories and join in with songs and rhymes. They listen and respond to instructions and join in with conversations. This helps to build on children's good communication and language skills.

Children are confident learners. They use magnifying glasses when playing in the outside area. Children show high levels of enthusiasm as they discover snails and insects. They enthusiastically show others what they have found. Staff talk to children as they make marks on paper using crayons. They offer high levels of praise as children talk about the marks they are making and begin to recognise letters. This helps to develop children's self-esteem.

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

- Staff introduce mathematical vocabulary as children play. For instance, staff play alongside children during water play games, introducing words such as 'full' and 'empty'. Furthermore, staff encourage children to recognise shapes and to play 'ready, set, go' games. Children concentrate as they fill cupcake cases with cereal and chocolate. They count how many more spoonfuls they need. This helps to build on children's mathematical understanding.
- Children are physically active in their play. They use crates in the outside garden to climb on. Children play ball games and ride on bikes and wheeled toys. They spend time using their physical skills, climbing on equipment such as large slides and climbing frames. Staff encourage children to follow good hygiene practices throughout the day. Children make healthy choices during snack times. This helps children to develop an understanding of how to lead a healthy lifestyle.
- The manager is very ambitious. She has clear action plans in place to continue to build on the already positive changes made to the setting. The manager meets regularly with the staff team to evaluate what is working well. She has implemented performance management procedures, including supervision sessions. However, the manager has not yet had time to embed these fully in practice to help to swiftly identify and address any emerging weaknesses in practice.

- The manager and staff work with other professionals. They share relevant information to help to meet children's individual needs. They offer support for children with special educational needs and/or disabilities (SEND) and have put effective strategies in place to help them to understand and prepare for what happens next in the daily routine. All children engage well in activities on offer.
- Children form friendships with each other. Staff encourage children to roll balls back and forth and to join in with small-group games. They provide praise and encouragement and promote positive behaviour. However, staff do not build on children's understanding of how to manage their feelings and behaviour and how to recognise the impact this has on others.
- Parents comment that they have noticed vast improvements in the quality of the setting since the new management and staff team have taken over. The manager and staff have created a 'lending library' for children to take storybooks home to share with their parents. There are plans in place to invite parents in to review their children's learning and to join in with stay-and-play sessions. Parents are now welcomed into the nursery and are provided with ideas to try at home. This helps to provide a continued approach to children's learning needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate an excellent awareness of safeguarding practices. They are vigilant and supervise children well. Staff understand the process to follow in the event of a concern about the welfare of a child. The manager has recently completed an in-depth review of all policies and procedures at the setting. She ensures all staff receive the relevant training and understand their roles and responsibilities. The manager has a clear understanding of how to manage allegations made against staff. Clear recruitment procedures are followed to help ensure those working with children are safe to do so.

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 good performance management procedures to help to identify and address any emerging weaknesses in practice
- enhance children's understanding of how their feelings and behaviours may impact on others.

Setting details

Unique reference number	EY497491
Local authority	Bradford
Inspection number	10298721
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	8
Name of registered person	Thornbury Play & Learn Nursery CIC
Registered person unique reference number	RP910450
Telephone number	07966022898
Date of previous inspection	22 May 2023

Information about this early years setting

Thornbury Play & Learn Nursery registered in 2016 and is located in Bradford. There are three members of childcare staff employed, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. The setting receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023