

Inspection of Rookery Nook Day Nursery Limited

Rookery Nook Day Nursery, Cutler Heights Lane, BRADFORD, West Yorkshire BD4 9HZ

Inspection date: 2 November 2023

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

Staff welcome children and they settle quickly. Children demonstrate that they feel secure in the warm, friendly environment. They establish strong bonds with nursery staff. Staff are positive role models, and they have high expectations for children's behaviour. Staff speak calmly and gently remind children of appropriate behaviour. For example, they talk to children about being kind and sharing. Children are encouraged to use their good manners, such as saying please and thank you. Children have opportunities to develop their physical skills. They can run and explore the outdoors in the spacious garden. Staff occasionally take children to explore the local area and amenities. This helps them to learn about their community.

Staff use their knowledge of what children know and can do, to plan a selection of well-organised activities across the curriculum. For example, children help staff to make play dough. They learn about the ingredients and discuss quantities and count. As children play in sand and water, they learn about sizes, such as 'large' and 'small'. Staff support children's mathematical skills well. Staff incorporate children's interests and learning needs into activities. For instance, children develop their social skills and interact with others, as they play with cars in foam. Children are confident and independent learners. They learn the skills that they need and are well prepared when they eventually move on to school.

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

- The environment is well organised to enable children to make independent choices in their play. They demonstrate that they are developing skills to help them to be active and exploratory learners. Staff support children's independence skills well. For example, older children are encouraged to wash their hands and feed themselves. They competently serve their own meals with increasing dexterity. All children help to tidy away resources when they have finished using them.
- Children become immersed in their play and are highly motivated learners. For example, they confidently play board games and demonstrate high levels of confidence. Staff speak clearly and repeat words to help children's understanding and communication skills. Staff ask children a range of good-quality questions during their play to develop their learning. However, at times, they ask questions in quick succession. This means that children do not always have sufficient time to develop their thinking skills.
- The manager has a very good understanding of her role and responsibilities to ensure that all staff are suitable to work with the children. She is clear about what she would do if a parent or staff member raises a concern. Comprehensive policies are in place and these are read by all staff and regularly updated.

- Staff have a lovely manner with children as they are very respectful and gentle. For instance, they ask younger children if they can help them wipe their own nose. Children learn about safety through the staff's calm reminders and expectations. For example, children are reminded to be careful walking when there is sand on the floor. The area is quickly swept to keep children safe.
- The manager has a good overview of what is planned and delivered in the nursery rooms. She reviews staff planning and observes staff practice as a matter of routine. Staff meetings and one-to-one meetings take place to offer extra support to improve and develop staff practice.
- Staff gather information from parents when children first start. They use this information to plan familiar care routines for children. Staff build strong relationships with parents and children. They continue to strengthen the relationships with parents using a range of communication methods. For example, daily discussions and face-to-face meetings. However, staff do not yet make best use of their otherwise good partnerships with parents when they complete their regular summary of children's progress, to further enhance their achievements.
- Healthy food is prepared daily on site and children eat heartily. Children develop a positive attitude to food, and they behave courteously at the table. Staff model how to use cutlery and support children's lively conversations. They discuss healthy eating and children's oral health is promoted very well. After eating, children are supported to brush their teeth and staff talk to them about the importance of this daily routine.

Safeguarding

The arrangements for safeguarding are effective.

Staff know who to contact if they have concerns about a child's safety and welfare. They have a broad knowledge of child protection issues and can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff are fully aware of their roles and responsibilities around all aspects of safeguarding. For example, staff are aware of signs that children might be being exposed to extremist views. Staff maintain a safe environment for children. They complete thorough risk assessments to help ensure that the areas of the premises children access are safe.

What does the setting need to do to improve?

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

- develop children's thinking skills further by allowing them time to respond to questions
- strengthen the ways parents are involved with regular assessments of children's progress, so that their opinions, experiences and insights provide an even more rounded view of the child.

Setting details

Unique reference number	EY493738
Local authority	Bradford
Inspection number	10301398
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	1 to 4
Total number of places	50
Number of children on roll	19
Name of registered person	Rookery Nook Day Nursery Limited
Registered person unique reference number	RP534914
Telephone number	01274 315 073
Date of previous inspection	29 January 2018

Information about this early years setting

Rookery Nook Day Nursery Limited registered in 2015 and is located in Bradford. The nursery currently employs five members of childcare staff, four of whom hold an early years qualification; three at level 3 and one at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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