

Inspection of Spinning Top Childcare Ltd

2 Melbourne Grove, BRADFORD, West Yorkshire BD3 8JT

Inspection date: 21 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children separate from their parents and show that they develop positive relationships with staff and each other. For instance, they create games and invite each other into their play. Children learn to share and take turns with their friends. They work together using blocks to build structures and show good levels of confidence and self-esteem. Children smile and clap when they manage to build bigger towers together. Staff join in with praising children's achievements. They are good role models. They remind children to say please and thank you. Staff promote kindness towards others. They offer cuddles and reassurance to children, such as when children show that they are tired before sleep time.

The recently appointed manager has an excellent understanding of what it is that she intends for children to learn and the community the setting serves. She works with staff and other professionals to plan a programme of activities that is ambitious for all children. One example of this is when children tell the manager they do not know what a mushroom is, she provides a wide range of sequencing of learning for children. For example, children learn how mushrooms grow, they use their senses to discover how mushrooms feel and smell and how they can be chopped, cooked and eaten. This helps to deepen children's understanding.

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

- The new manager is dynamic and enthusiastic. She has a wealth of knowledge which she is working with leaders and staff to bring high quality to the setting. The manager is a positive role model for staff and children. She places a strong emphasis on promoting the well-being of others. For instance, she nurtures families and staff to ensure that they feel well supported. She works with leaders to complete supervision sessions with staff. Although she has made some positive changes to the setting, she needs time to embed the good performance management arrangements to support staff to build on their good teaching.
- Leaders and staff work in partnership with parents. They share regular information with them regarding what children are learning about at the setting. Parents receive timely updates and ideas through an online platform to help to continue their children's learning at home. In addition, they receive termly reports about their children's journey at the setting. Parents state that they feel welcome into the setting and share their views about the quality of the setting through questionnaires and feedback.
- Children benefit from quality interactions which, on occasions, are outstanding. This includes staff using questioning techniques to help to build children's imagination and thinking skills. Staff sensitively join in with children's play, extending their ideas and offering suggestions to help children to remain engaged in their play and learning. For instance, staff join in with children's role-

play games and ask children what they might need for their holiday. Children laugh with each other as they climb on board a pretend aeroplane and remember to take their luggage and passport.

- Leaders and staff work closely with external professionals to support children with special educational needs and/or disabilities and ensure that they receive targeted activities. This helps children to prepare well for future learning.
- Children laugh as they ride around on bikes and trikes in the large outdoor area. Staff encourage young children to climb on small apparatus and older children develop their hand-eye coordination as they join large connecting blocks together to create a helmet. Children tell staff that they are a robot and pretend to move like a robot. This helps to develop children's physical skills.
- Children develop good communication and language skills. Staff gather information from parents regarding any additional languages spoken at home. Staff are vigilant and assess children's development. Children benefit from regular story, song and rhyme times. However, staff do not ensure that children hear the correct pronunciation of letter sounds, particularly when older children begin to recognise letters of their own name.
- Staff remind children to follow good hygiene practices. They promote good oral health and provide children with a range of healthy choices during snack and mealtimes. This helps to promote children's understanding of how to lead a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff create a positive and inclusive safeguarding culture. They are clear regarding their roles and responsibilities as to how to respond to a concern about the welfare of a child. Staff have a breadth of safeguarding knowledge and understand the setting's whistle-blowing procedure. They are vigilant and have effective risk assessment procedures in place to help to ensure that the setting remains safe and secure. Staff encourage children to join in identifying hazards. In addition, children take part in fire evacuation procedures.

What does the setting need to do to improve?

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

- embed the already good performance management arrangements to support staff to build on their good teaching
- ensure that children hear the correct pronunciation of letter sounds, particularly when older children begin to recognise letters of their own name.

Setting details

Unique reference number	EY281446
Local authority	Bradford
Inspection number	10318730
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	0 to 11
Total number of places	94
Number of children on roll	43
Name of registered person	Spinning Top Childcare Ltd
Registered person unique reference number	RP521896
Telephone number	01274 665652
Date of previous inspection	10 September 2018

Information about this early years setting

Spinning Top Childcare Ltd registered in 2004. The nursery employs 10 members of childcare staff, all of whom hold appropriate qualifications, including one at level 5. The nursery opens Monday to Friday, all year round, except for the week between Christmas and New Year. It is open from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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