

# Inspection of Badsworth Nursery

Badsworth C of E Junior & Infant School, Main Street, PONTEFRACT, West Yorkshire  
WF9 1AJ

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Inspection date: 12 January 2024

<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**

Children excitedly arrive at the setting. Friendly and professional staff are waiting to welcome them. Children find their own name tags and choose a peg. This gives them a sense of belonging. Children make good bonds with staff. For example, they will sit on a member of staff's knee to enjoy a story or seek them out for a cuddle after waking up from a nap. Staff show the utmost respect for children. They are respectful of children's privacy and dignity. For example, staff ask permission before changing children's nappies. They ensure that children feel comfortable with a well-known member of staff for intimate care.

Children experience an ambitious curriculum that is well tailored to meet their varying needs. Activities are well planned to spark children's curiosity. There is a wide range of activities available for children to choose from. Children can self-select activities and resources from low-level cabinets. Children become engrossed in their play which supports higher levels of learning and engagement.

Staff ensure they support children to be independent. Children wash their hands with support, if needed, before eating. They are encouraged and supported to put on their own boots and coats. At mealtimes, children use real porcelain crockery and glasses. This supports children to learn how to look after items and provides them with a sense of responsibility.

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

- Parents are overwhelmingly complimentary about the setting. Many families are recommended by friends or family. Parents comment on how impressed they are with the language children use at home. Staff provide parents with ideas of how they can embed learning at home through everyday tasks, such as shopping trips. Leaders and managers plan a range of workshops to support parents, such as to understand about how children learn.
- The setting places a sharp focus on children's communication and language. Staff model language to children and extend their vocabulary through play. The setting believes there are no limitations to the language that children are able to use. Staff celebrate the vast range of words that children have used in context on a 'word wall'. Staff engage in meaningful conversations with children. For example, a member of staff spends time explaining what the word hiccup means.
- Staff complete swift assessments when children first start at the setting. This helps to ensure that any additional help and support needed is identified quickly and appropriate support is provided. Staff engage with a range of other professionals to establish appropriate interventions aimed at supporting children with special educational needs and/or disabilities (SEND). Children with SEND

are supported by a range of practitioners, some of whom know these children well. However, agreed interventions are not used consistently. This means that children with SEND are sometimes unable to participate fully in the nursery day and struggle with parts of the setting's daily routines. This hampers their progress.

- Staff support children's early understanding of mathematical concepts. Younger children sing counting songs and are supported to count objects within their play. Older children are taught to recognise numbers through daily routines. For example, tables are numbered at lunchtime and staff direct children to a numbered table.
- Staff manage behaviour well and understand which strategies work for individual children. Staff use a range of strategies to support turn-taking and intervene quickly to help children overcome disagreements. Staff skilfully ensure that the techniques they use are appropriate for the child's level of understanding. As a result, children behave well in the setting and learn to understand rules and boundaries.
- Staff immerse themselves in children's play. They join in with playing in the mud with diggers and engage in dancing games. However, on occasions, outside, practitioners are not on hand to support young children to manage risks, such as using climbing equipment.
- Managers have a clear oversight of the setting and how to support staff. Leaders and managers continually reflect on what is working well and what they need to improve. Staff report high levels of well-being and engage in regular supervisions with the management team. This helps to identify any training needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- use agreed interventions more consistently to support children with SEND to help them to make even better progress in their learning and to join in with daily routines
- review and monitor staff deployment within the outside area to ensure all children are supported to manage and reduce risk for themselves.

## Setting details

<b>Unique reference number</b>	EY398418
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10305326
<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>	30
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	West, Lisa Jayne
<b>Registered person unique reference number</b>	RP906387
<b>Telephone number</b>	01977 640011
<b>Date of previous inspection</b>	19 February 2018

## Information about this early years setting

Badsworth Nursery registered in 2006. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including three with a relevant degree. The nursery opens Monday to Friday, for 51 weeks of the year and is closed on bank holidays. Sessions run from 7.45am to 6pm. The nursery receives funding to provide early years education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Amy Whiting

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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