

Inspection of Thornton Lodge Day Nursery

1st Safari Day Nurseries Ltd, James Street, Bradford, West Yorkshire BD13 3NR

Inspection date: 13 February 2024

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

The manager and staff place a strong focus on enhancing children's small-muscle and sensory development. They provide many experiences across all age ranges to explore different materials, such as water, paint, sand, flour and dough. Staff stimulate children's early interest to make marks in different ways. Pre-school children use their imagination as they decide to make pizza with the dough. Staff introduce words to toddlers, such as 'ingredients' as they make pancakes, enhancing their early vocabulary development.

Staff support children to resolve any minor conflicts peaceably. They promote children's happiness and safety. Children learn how to make good friendships and manage their behaviour well. Staff also develop children's emotional literacy. For example, they ask pre-school children how they feel during circle time. Staff receive responses, such as 'happy' and 'sad'. They encourage pre-school children to talk about why they have these feelings. Pre-school children show their understanding of emotions as they arise.

During the COVID-19 pandemic, the manager and staff provided home learning packs for parents. This was to support parents with their child's continuity of literacy and communication learning at home. Parents explain how they continue to take these packs home. They express how valuable these resources are to them and how their children love to sing rhymes and role play at home.

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

- The manager and staff use the curriculum to enhance and widen experiences for children. For example, they encourage intergenerational relationships through visits to local care homes. Children walk to the local library for rhyme time and visit the park. They develop important life skills, such as travelling by bus and learning to cross the road safely.
- Staff introduce mathematical language, such as 'full' and 'empty' to toddlers while they play with sand. Pre-school children know that half of a circle is a semi-circle as they roll dough to make 'pizza'. Staff introduce children to time, such as seconds and minutes, as they place items in the microwave outdoors. However, some staff do not always make use of open questions. At times, this hinders how children expand their curiosity and how they are supported to extend their learning in the moment.
- The manager and staff help children to celebrate and value cultural and religious events, such as Diwali, Eid and Christmas. They prepare children well for life in modern Britain.
- Teachers come to visit pre-school children at the nursery. They make suggestions to staff that will help pre-school children to manage the school day

successfully. For example, pre-school children line up to get their lunch at nursery to mirror the routine they will follow at school. The manager and staff develop positive working relationships with teachers to help children prepare emotionally for their next educational journey.

- Parents describe their child's communication and language development as 'incredible'. They explain how their children come home and talk about their learning, such as that about planets and the solar system. Parents express how they 'could not be happier with the care and learning afforded to their children'. They describe the nursery and staff as 'amazing'. Partnerships with parents are a strong feature of this nursery.
- Staff attend mandatory courses and training that supports them in their role. For example, baby room staff complete the 'Blossoming Babies' course, as well as learning that enhances their knowledge about the importance of attachments with children. Staff in the nursery ensure that babies are placed down to sleep safely in line with the latest government guidance. They seek children's consent to look at or change a nappy, where possible, before undertaking good care routines.
- The manager, who is also the special educational needs coordinator, and staff support children with special educational needs and/or disabilities well. They work closely with a range of professionals and offer advice and support to parents. Additional funding is also used well to ensure good outcomes for children.
- Children enjoy learning from a curriculum based on topics such as the jungle and rain forest. Staff also incorporate calendar events, such as 'Pancake Day'. They know what they want children to learn. For example, toddlers mix ingredients together to help support their early physical development. However, some learning for toddlers during adult-led play is too long and challenging. Consequently, toddlers lose their concentration and engagement in the play.

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:

- support less confident staff to use a greater range of questioning to help enhance children's curiosity and extend their learning further
- adapt adult-led activities for toddlers to ensure they remain engaged and benefit from the good learning on offer.

Setting details

Unique reference number	EY488069
Local authority	Bradford
Inspection number	10327704
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	71
Number of children on roll	70
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Telephone number	01274 270022
Date of previous inspection	15 November 2018

Information about this early years setting

Thornton Lodge Day Nursery registered in 2006 and is located in Bradford, West Yorkshire. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, six hold a qualification at level 3, one at level 5, one holds early years teacher status and one is unqualified. The nursery opens Monday to Friday, all year round. 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
Jane Tucker

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 the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the manager's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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 staff 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.

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