

# Inspection of The Little Academy Day Nursery

1 Severn Road, BRADFORD, West Yorkshire BD2 4LS

---

Inspection date: 12 February 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Friendly and caring staff greet children on arrival at this welcoming nursery. Children are happy to leave their parents and carers, and are eager to see their friends. Staff build positive relationships with children and get to know families very well. Staff find out about children's likes and dislikes before they start. They know how to comfort children if they become upset. This helps children to settle quickly and feel safe and secure.

Staff have high expectations for children's behaviour. They help children to understand the rules and routines of the nursery. Children respond to requests and instructions from staff. Children are eager to help tidy their toys away when staff play a 'tidy-up' song. Staff encourage children to put resources away when they have finished an activity. Children learn where the resources go. They display positive behaviour and are respectful to each other.

Children make good progress in their learning and development. Staff plan activities to encourage children to be curious and have a positive attitude to their learning. They engage children in cause-and-effect activities. Staff encourage children to roll balls down ramps and pour water down tubes. Children show excitement as they watch the ball roll away and the water pour out from the bottom of the tube.

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

- Managers are passionate about the care and education they offer at the nursery. Children are at the heart of everything they do. Leaders and managers plan an ambitious curriculum that teaches children the skills they need for the next stage in their learning. Children are ready for their move on to school.
- Staff read and sing with children throughout the day. They use puppets to enhance their storytelling. Children are engaged and develop an understanding of stories. They take delight as they move their bodies to the music. Children use the words 'author' and 'illustrator' when talking about books. They begin to understand what the blurb is. Children develop a love of stories, songs and rhymes.
- Managers give priority to promoting children's communication and language skills. They implement an intervention programme to support children to develop their speaking and listening skills. Children explain the rules of sitting, looking and listening. Staff teach children to remember and recall previous activities. They get down to children's level, speak clearly and give time for children to think and answer. Children are confident talkers.
- Staff offer opportunities for children to do things for themselves. They encourage children to find their coats and shoes, and teach them to put their

coats on. Children help to serve themselves at lunchtime. Staff support children to identify when they need a tissue for their nose. Children develop their independence skills.

- Children develop an understanding of mathematical language. Staff model mathematical language in their play. For example, staff model the words 'big' and 'small' when children climb on the outdoor equipment. Children then comment, 'It's a big one,' as they jump off.
- Staff promote appropriate discussions with children about their learning. They ask questions to check children's understanding. However, sometimes, staff do not consistently challenge older children's understanding and help to identify any misconceptions. For example, staff talk to children about the foods that are healthy but do not discuss the foods that are not healthy.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The special educational needs coordinator (SENCo) works effectively with outside agencies and parents to provide the support that children need. Staff complete the written progress check when children are aged between two and three years and share this with parents.
- Managers implement a key-person system. Children develop a strong bond with their key person. Staff know what children like to do while they are at the nursery. However, at times, some staff are not always clear on children's next steps in their learning. This means they do not always have a clear understanding of what they want children to learn.
- Staff support families and ensure that they feel welcome. They adapt the environment so that all children feel included. Parents are very complimentary of the nursery. They report that their children are very happy and love attending the nursery. Parents comment on the progress their children have made since starting the nursery.

## 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:**

- help staff to identify when they can challenge children's understanding further to help identify any misconceptions
- ensure that all staff have a clear understanding of children's next steps in their learning so that they can support children's development further.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 302062  |
| <b>Local authority</b>                             | Bradford  |
| <b>Inspection number</b>                           | 10317030  |
| <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>                      | 77  |
| <b>Number of children on roll</b>                  | 69  |
| <b>Name of registered person</b>                   | The Little Academy Day Nursery (Severn Road) Ltd                                  |
| <b>Registered person unique reference number</b>   | RP523151  |
| <b>Telephone number</b>                            | 01274 637425  |
| <b>Date of previous inspection</b>                 | 10 May 2018   |

## Information about this early years setting

The Little Academy Day Nursery registered in 1999 and is located in Bradford. There are currently eight members of staff employed to work with children. Of these, one member of staff holds early years professional status, five staff hold appropriate childcare qualifications at level 3 and two staff hold appropriate childcare qualifications at level 2. The nursery opens all year round, Monday to Friday, except for bank holidays. 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

Miriam Caldecott

## 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 manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery 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.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with the inspector.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024