

Inspection of Russell Street Private Day Nursery

3 Russell Street, Bradford, West Yorkshire BD5 0JB

Inspection date: 12 June 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 dedicated managers and staff provide a very welcoming, family-oriented and inclusive nursery. It is a special place at the heart of the diverse community it serves. Staff support children's well-being effectively. They respect children's uniqueness, ethnicity and cultural heritage. Children learn about each other's beliefs through cultural celebrations and visits to different places of worship with staff. Children thrive and develop a strong sense of self.

Staff tailor settling-in visits to support children's individual needs. Babies and children settle quickly with their key person. In group time, staff teach children how to greet each other. Children confidently say 'good morning' to staff using their name. They enthusiastically join in singing the days of the week song. Staff encourage children's thinking. Older children know the days of the week. They confidently state what day it was yesterday and what day it will be tomorrow.

Staff have high expectations of children's behaviour. They encourage children to work together and take turns. Children are polite and say 'please' and 'thank you'. Their behaviour is excellent. Children delight in playing parachute games together. They excitedly sing songs about the sea and enthusiastically shake the parachute in the air. Children know that whales and dolphins live in the sea. Staff teach children an extensive range of songs. This supports children's communication and language skills effectively.

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

- Staff provide a well-planned, sequenced and ambitious curriculum for children. They have high aspirations for them. Staff teach children how to grow food from seeds. Children delight in growing vegetables in the 'incredible, edible' garden. Staff teach children about the seasons and when to harvest potatoes and courgettes. Children are curious and motivated. They delight in pulling the potatoes out of the ground. Children learn that the slugs and snails ate all the carrot leaves.
- Children spend plenty of time outdoors in the large and exciting garden. Staff promote children's physical development especially well. Children run fast to chase bubbles, and excitedly jump to catch them. They set themselves challenges and walk confidently across the wooden logs. Babies show good concentration as they build towers using building bricks. All children develop good strength, coordination and control of their bodies.
- Managers provide a strong focus on supporting staff to develop teaching skills, overall. They invest in staff development and encourage them to build on their existing qualifications. Trainees value the support they receive from managers. However, some staff do not consistently support babies and toddlers in learning,

when children of different ages play together in the garden. As a result, some babies and toddlers are not engaged in their learning to the highest level.

- Staff focus strongly on supporting children's language skills. They identify children whose speech is not developing as expected. Staff work closely with other professionals and implement planned interventions to help children develop good speaking skills. For example, staff extend sentences using descriptive words. Children make excellent progress with the support they receive. They develop fluent speech and speak confidently using well-constructed sentences.
- Parents speak extremely positively about the nursery. They value the individual support they receive during difficult periods in their lives. Parents are kept informed about their children's learning and are very pleased with their progress. Parents are fully involved in nursery activities. They enjoy the family trips and family gardening sessions that staff arrange. As a result, parents grow their own vegetables at home. Parents state that 'staff go above and beyond what is expected'. Partnerships with parents are strong.
- Managers and staff are committed to improving children's health. They are very aware of the health issues in the community. Staff work closely with parents and dental health professionals. They teach children how to brush their teeth and develop routines to ensure good oral health. This is helping to contribute to the reduction of tooth decay in young children in the local area.
- Staff teach mathematics very well throughout nursery. The youngest children learn to count and develop their understanding of size and distance. Older children count confidently and recognise numbers. They also use their mathematical knowledge during imaginative play. Children skilfully subtract and accurately identify that staff need nine pounds change from a 10 pound note when they pay for a pretend pizza that costs one pound.

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:

- ensure that all staff fully understand their role outdoors, so that babies are consistently supported in their learning when playing together in the garden with older children.

Setting details

Unique reference number	EY439425
Local authority	Bradford
Inspection number	10351548
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	39
Number of children on roll	76
Name of registered person	Russell Street Private Day Nursery Ltd
Registered person unique reference number	RP531240
Telephone number	01274734365
Date of previous inspection	20 September 2018

Information about this early years setting

Russell Street Private Day Nursery registered in 2011 and is located in Bradford, West Yorkshire. The nursery employs 14 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 3 and above, including staff with level 5 and 6 qualifications, and one with qualified teacher status. The nursery opens from Monday to Friday, 8am until 6pm, for 50 weeks of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Sugden

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 nursery manager and the inspector completed a learning walk together. The manager discussed the curriculum provided and told the inspector what she wants the children to learn in each room of the nursery.
- The inspector carried out a joint observation with the nursery manager. They discussed teaching and the impact this has on children's learning.
- Parents told the inspector, through discussion, how their children's learning is supported and how staff keep them informed. They also told the inspector about the support they receive and the family days and trips out that staff provide.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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