

Inspection of Sherwood Green Nursery

22 Sherwood Place, Bradford BD2 3DX

Inspection date: 14 January 2025

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

Children thoroughly enjoy their time in this welcoming nursery and make strong progress from their starting points. They demonstrate they feel safe and secure. Carefully planned transitions mean children settle quickly and form close bonds with caring and nurturing staff. They soon develop strong relationships with their peers. They learn to play cooperatively, share, take turns and negotiate. Staff have high expectations of all children and help them to understand what is expected of them. Behaviour is good. Staff support children to regulate their emotions and are calm and patient in managing unwanted behaviour.

Children are keen to learn and experience a broad range of stimulating activities across the seven areas of learning. For example, toddlers enjoy using fruit and vegetables with paint to make prints on paper. They make connections to a story that teaches them about growth, change, and nutrition. There is a strong emphasis on good health, including oral health. Children learn the importance of brushing their teeth during their play. Packs provided by the nursery mean they can continue this at home.

Children develop their understanding of the diverse community they live in and the wider world. They visit the local elderly people's home and spend time playing games, reading stories, and singing songs with the residents. In turn, the residents enjoy afternoon tea in the nursery with the children. Children explore a range of festivals, such as Lohori where they learn about people and cultures that might be different to theirs.

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

- Leaders are passionate and ambitious in their drive for continuous improvement. They link with other settings and are keen to share good practice across the early years sector. Leaders plan an inspiring and well-designed curriculum that sets clear intentions for children's learning. Overall, the curriculum is well understood by staff and on the whole, they deliver high-quality learning experiences for children. As a result, children have positive attitudes to learning and demonstrate high levels of curiosity, attention, and enjoyment. On occasions, staff interrupt activities to carry out care routines for children. This breaks children's concentration and hinders them making the best possible progress.
- Leaders are fully aware of the pressures on their staff and work hard to make sure staff are supported and feel appreciated. Leaders evaluate their practice well. They provide staff with a wealth of training to continually build their knowledge and skills. For example, babies enjoy more tummy time now. From this, staff have found that children develop core strength earlier, so also develop

other physical skills, such as sitting and standing earlier.

- Leaders have excellent partnerships with other professionals to keep children safe and ensure children with special educational needs and/or disabilities (SEND) have every opportunity to make the progress they are capable of. Children with SEND benefit from focused, adult-led activities with a skilled key person that promote their next steps in learning. The nursery uses additional funding highly effectively to enhance experience for children. For instance, children delight in 'Shake, rattle, and boogie' sessions that promote their physical development, interactions, and understanding of music.
- Leaders have superb partnerships with parents. Parents receive a wealth of information to continue children's learning at home. The nursery lending library is used well to support early reading at home. Leaders continually seek feedback from parents and act on their views to drive improvement. For example, leaders provide 'Top Tips' for supporting play, and toilet training. They provided a bigger outdoor space and sensory classes for babies. Parents attend workshops, including a session where parents who have children with SEND can share their worries and strategies for supporting their children.
- Communication and language is a priority for children's learning. Staff help parents understand the importance of supporting children both in English and their home language. Staff promote children's love of familiar rhymes and stories. They introduce babies to simple words, such as apple, carrot, and orange. Staff encourage toddlers to use more words and repeat phrases, such as 'a grey mouse' and 'the tall giraffe'. Staff challenge more able children by extending language into sentences and modelling complex sentences to add details and information.
- Staff help the youngest children to count in their play. Children begin to identify shapes and colours. Preschool children use blocks for building. They use their imagination, solve problems, and try again when things do not work first time. They think about how many blocks they might need and compare sizes. However, staff do not fully support older children to extend their understanding of mathematical concepts, such as time, measure, or position.

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:

- adjust the arrangements for carrying out children's care routines, such as nappy changing, so that these do not interrupt children who are highly focused in their

play and learning

- strengthen staff's understanding of how to extend children's knowledge of mathematical concepts, such as time and measure.

Setting details

Unique reference number	EY549846
Local authority	Bradford
Inspection number	10367362
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 4
Total number of places	52
Number of children on roll	128
Name of registered person	Sherwood Green Nursery Limited
Registered person unique reference number	RP549845
Telephone number	07808157541
Date of previous inspection	5 February 2019

Information about this early years setting

Sherwood Green Nursery registered in 2017. The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am to 6pm all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The provider and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting. She spoke to staff about their work, well-being and professional development.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector observed the quality of education. She talked to the provider about how they evaluate the provision and how they support staff's ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the provider.

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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