

# Midland Road Nursery School & Childrens Centre

Bateman Street, Bradford, West Yorkshire, BD8 7DJ



## Inspection date

Previous inspection date

10 February 2015

Not applicable

| The quality and standards of the early years provision                                 | This inspection: | Good | 2 |
|--|------------------|------|---|
| How well the early years provision meets the needs of the range of children who attend | Good             | 2    |   |
| The contribution of the early years provision to the well-being of children            | Good             | 2    |   |
| The effectiveness of the leadership and management of the early years provision        | Good             | 2    |   |
| The setting <b>meets legal requirements for early years settings</b>                   |                  |      |   |

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are very strong because staff get to know families well. They understand their individual needs and ensure that all children and families feel safe, secure and respected.
- Children are developing good communication and language skills because staff use a wide range of activities, such as songs, stories and physical signs throughout the day.
- Children are safeguarded well because staff understand their responsibilities to protect children from harm and who to contact if they are worried about a child's welfare.
- All children are making good progress in their learning and development because staff carefully plan for their individual needs and stage of development.
- The leadership and management team check the quality of provision regularly and support staff to constantly improve the quality of teaching.
- The management team work closely with staff to monitor the progress children make. Consequently, any gaps in children's learning are promptly closed.
- Staff follow children's individual care routines and meet their physical and emotional needs well. Consequently, children have high levels of confidence and self-motivation.

### It is not yet outstanding because:

- There is scope to further support children's acquisition of physical and independence skills at mealtimes.
- On occasion, when babies play outside, staff interaction with them is not as strong as the interaction in the indoor environment.

## **What the setting needs to do to improve further**

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

- review lunchtimes in order to sharply focus on supporting children's physical and independence skills, for example, by encouraging children to use their knives to cut their food, pour drinks and serve their own food
- improve the quality of interaction between staff and babies when playing outdoors.

### **Inspection activities**

- The inspector observed children in the three main rooms, the multi purpose room and in the outdoor area.
- The inspector completed two joint observations, one with the manager of the setting and one with the head teacher.
- The inspector held discussions with the head teacher, manager, staff, children, special educational needs coordinator and eight parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

### **Inspector**

Laura Hoyland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

All children enjoy attending the setting and are eager to play with their friends when they arrive. Staff know children well and plan activities to stimulate and meet their individual needs. Children who speak English as an additional language and those with special educational needs and/or disabilities are also supported well. Staff know how to support all children's next steps in learning and work with parents to ensure a consistent approach to learning is followed at home and in the setting. As a result, all children are making good individual progress. Children choose from a good range of resources and staff are deployed well to support their play and offer ideas. Children enthuse as they roll different-sized balls down guttering and compare which balls fit and roll down with ease. Staff support their thinking by asking purposeful questions, such as 'what will happen now?' However, at times staff's interaction with babies is weaker in the outside area. For example, babies are carried around by staff and little communication is used to enhance their experiences of outdoor play. Older children are developing skills to support their future learning. They listen well and follow instructions. In addition, they share resources with each other and have created good relationships with staff and their peers.

### **The contribution of the early years provision to the well-being of children is good**

Children are cared for very well. Staff spend time getting to know children and families during the settling-in process, which is tailored to children's individual needs. Each child is assigned a key person and bonds are clearly in place. This makes children feel safe. Children understand the daily routine and anticipate key times such as meals. They wash their hands and are beginning to take care of their own hygiene. Meals and snacks are nutritious and balanced and children sit in small friendship groups while eating. However, opportunities are sometimes missed to further develop children's physical and independence skills. For example, children do not use knives to cut their food and staff do not role model how to use cutlery appropriately. In addition, staff do not encourage children to pour their own drinks or serve their own meals.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team clearly understand the requirements of the Early Years Foundation Stage. They monitor the quality of teaching and hold weekly staff meetings to discuss the planning of activities. Staff attend regular training courses to develop their professional capabilities. In addition, the management team hold supervision and appraisal meetings to discuss staff's training needs. The head teacher has Qualified Teacher Status and the manager has Early Years Professional status. As a result, they are highly qualified and support staff by working alongside them in the rooms to role model best practice. Staff feel they are supported well. Furthermore, there is a clear drive for continuous improvement. The leadership team set challenging but realistic targets to improve outcomes for children. Good relationships have been formed with other professionals and the management team know where to access advice and support when required.

## Setting details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY349769                                   |
| <b>Local authority</b>             | Bradford                                   |
| <b>Inspection number</b>           | 849471                                     |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 0 - 5                                      |
| <b>Total number of places</b>      | 45   |
| <b>Number of children on roll</b>  | 78   |
| <b>Name of provider</b>            | Midland Road Nursery School Governing Body |
| <b>Date of previous inspection</b> | Not applicable                             |
| <b>Telephone number</b>            | 01274 546 492                              |

Midland Road Nursery School & Childrens Centre was registered in 2007. The setting employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status and one member of staff with Qualified Teacher Status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm Monday to Thursday and 8am until 4.30pm Fridays. The setting provides funded early education for two-year-old children. It supports children with English as an additional language and children with special educational needs and/or disabilities.

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