

# Midland Road Nursery School & Children's Centre



Bateman Street, Bradford, West Yorkshire BD8 7DJ

<b>Inspection date</b>	26 June 2019
Previous inspection date	10 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Managers are inspirational in their pursuit of providing the highest quality care and education for children. They systematically review the quality of the nursery and constantly strive for excellence in improving the lives of all children who attend.
- Staff are extremely skilled in supporting children to flourish in their communication and language development. They use an extensive range of strategies to help support all children to acquire excellent listening, attention and speaking skills.
- Leaders and staff have the highest aspirations for all children. They enthusiastically inspire children's interest in the world around them. Staff provide a very inclusive environment and highly value, respect and celebrate diversity. They support children's individual developmental needs, home language and culture exceedingly well.
- Parents are highly complimentary about the excellent quality of the nursery. They particularly value the care and support that they and their children receive from the 'amazing staff'. Parents describe the nursery as a 'nurturing and family-friendly environment'. Staff provide an exceptional range of information for parents to help them support their children's learning at home.
- Staff promote children's literacy development incredibly well. They read familiar stories to children each day to help develop their superb knowledge. Children display excellent memory recall skills and confidently use books to retell familiar stories.
- Staff support children with special educational needs and/or disabilities (SEND) superbly well and help them to make swift progress from when they first start to attend. Staff develop exemplary partnerships with an extensive range of professionals to support a highly successful and consistent approach for children.

## What the setting needs to do to improve further

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

- implement the planned enhancements to the range of open-ended play resources to extend children's creative ideas and thinking to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the acting head of nursery. She discussed the nursery's self-evaluation with the leadership team.
- The inspector held meetings with the leadership team, vice-chair of governors and parent governors. She checked policies and procedures, staff qualifications and evidence of the suitability of staff and governors.
- The inspector took account of the views of parents spoken with during the inspection and the written comments of other parents.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of child protection issues and a first-rate understanding of how to report and refer any concerns about children's welfare. Staff provide exceptional levels of support to a number of vulnerable children and families who have high levels of need. Leaders implement robust recruitment and vetting processes to ensure staff and governors are suitable. They provide staff with a comprehensive induction, highly focused supervision and training opportunities and regularly carry out detailed reviews of their practice. This supports first-class teaching and has a tremendously positive impact on children's learning. Leaders meticulously monitor how well individual children and the different groups of children achieve in their learning. They swiftly identify any developmental concerns and put precise interventions in place to help them catch up rapidly. Leaders have plans in place to enhance the range of open-ended play resources.

### Quality of teaching, learning and assessment is outstanding

Highly qualified staff show a deep understanding of how children learn. They make extremely accurate assessments of children's development and use these to precisely match activities to their individual learning needs. For example, staff lie on their tummies on the floor with babies. They use a highly expressive sing-song voice and very skilfully engage babies in playful interactions. Older children display their excellent knowledge of dinosaurs and talk articulately about the characteristics of the stegosaurus, triceratops and diplodocus. Staff very skilfully respond to children's excellent questions to further extend their knowledge. They expertly help children to understand why dinosaurs became extinct. Children display their deep understanding of the life cycle of butterflies and very accurately describe the transformation that takes place from an egg through to becoming a butterfly. They name this process as 'metamorphosis'.

### Personal development, behaviour and welfare are outstanding

Staff provide an environment that is inspiring, vibrant and offers excellent challenge for all children. Babies and young children thrive and build extremely secure emotional attachments to their consistent key person. This starts with the highly flexible settling-in sessions that are precisely tailored to children's individual needs. Children are extremely polite and display excellent manners. Older children show amazing kindness as they sensitively help younger children to scrape the food from their plates at lunchtime. Children's behaviour is exemplary. Staff promote children's independence incredibly well. Children confidently peel and chop their own fruit. Staff work very closely with health professionals and parents to improve children's dental health. Children display an excellent understanding of why brushing their teeth is extremely important.

### Outcomes for children are outstanding

All children, including those with SEND and those who speak English as an additional language, make exceptional rates of progress in their learning. Children are exceedingly motivated and constantly challenge their physical skills as they explore the forest area, and balance and climb on equipment. Children show superb attitudes for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY349769
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10070063
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Midland Road Nursery School Governing Body
<b>Registered person unique reference number</b>	RP902898
<b>Date of previous inspection</b>	10 February 2015
<b>Telephone number</b>	01274 546 492

Midland Road Nursery School & Children's Centre registered in 2007 and is located in Bradford. The nursery employs 23 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including two with early years teacher status and one who is a qualified teacher. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm Monday to Thursday and 8am until 4.30pm on Fridays. The nursery provides funded early education for two- and three-year-old children.

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