

Keighley Community Nursery

Braithwaite Grove, Keighley, West Yorkshire BD22 6JB



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| Inspection date | 2 October 2018 |
| Previous inspection date | 6 April 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision is good

- The management team has worked tremendously hard to address fully all actions and recommendations from the last inspection. It works closely with the local authority quality support officer and accurately evaluates the quality of the nursery provision. The management team and staff are committed to the continual improvement of the nursery.
- Staff develop strong and trusting relationships with parents. They keep parents informed and provide a range of advice to help them to encourage their children's learning at home. Parents speak highly of the support that they and their children receive and state that 'nursery staff help everyone feel valued, welcomed and loved'.
- Staff place a strong emphasis on supporting children to acquire good communication and language abilities. Staff use a range of effective strategies to help babies and children to develop good listening, attention and speaking skills.
- Staff create a highly inclusive nursery where all children are valued and nurtured as the unique individuals that they are. Children develop a good understanding and appreciation of differences between themselves and other people.
- Children's mathematical skills are developing well. Staff skilfully help children to count, make simple calculations, identify shapes and understand distance.

It is not yet outstanding because:

- At times, children's concentration and exploration during activities are interrupted as staff leave them to carry out other routine tasks.
- Systems to enhance staff's professional development and training are not sharply focused on raising the quality of teaching and learning to the highest level.

What the setting needs to do to improve further

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

- enhance opportunities for children to maintain their concentration and exploration during the times when staff leave activities to carry out routine tasks
- strengthen staff's professional development and training, to focus more sharply on raising the quality of teaching and learning even further.

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 held meetings with the management team. She checked policies and procedures, staff's qualifications and evidence of the suitability of staff.
- The inspector completed a joint observation with the manager and discussed the nursery's self-evaluation with the management team.
- The inspector spoke to parents and other professionals during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained in child protection and understand the policies and procedures to follow if they have concerns about a child's welfare or the behaviour of a colleague. The manager uses regular supervisory sessions, team meetings and quizzes to help staff to understand their role, overall. The management team monitors how well individual and different groups of children are achieving in their learning and identify any areas where their progress is less than expected. The management team uses additional funding effectively to help to enrich learning and to support good outcomes for children. Staff work very closely with teachers to help to ensure that children enjoy a smooth move to school.

Quality of teaching, learning and assessment is good

Qualified staff regularly observe and make accurate assessments of children's learning. They use what they know about babies and children to tailor individual learning experiences. Staff read using good expression and help children to understand the sequence of stories. Children are interested in books, know how to use them and enjoy lying on the floor as they share favourite books together. Older children play imaginatively mixing leaves, twigs and water together in the garden. Staff skilfully help them to develop their understanding of cause and effect. Young children show delight as they pour water to make the waterwheel turn. Older children concentrate well as they confidently roll out dough using large rolling pins. They enthusiastically make up their own song and rhythmically sing 'roll it out, roll it out'.

Personal development, behaviour and welfare are good

Staff provide a safe, calm and welcoming learning environment for children. They offer flexible settling-in sessions that they tailor to support children's individual needs. Babies and children settle quickly in nursery, develop strong emotional attachments and show their obvious affection for their key person. Staff provide daily opportunities for children to develop their physical skills. They encourage older children to be active and ensure that they spend plenty of time outdoors in the garden each day. Babies show their delight as they pull themselves up to a standing position. Staff provide nutritious and freshly prepared meals that cater for children's individual dietary requirements. Babies show good levels of independence as they feed themselves using a spoon. Older children develop competence in using a knife and fork. Staff implement good hygiene routines to help to ensure that children's health is well supported and any cross-infection is minimised. Children use good manners, show kindness towards each other and behave well.

Outcomes for children are good

Children make good progress in their learning, including those who have special educational needs and/or disabilities and those who receive additional funding. Children are motivated and independent learners. They sing a wide range of songs and rhymes, and join in with the actions. Older children confidently identify the different parts of their body as they dance. Children are developing the skills they need for the future, including starting school.

Setting details

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| Unique reference number | EY288392 |
| Local authority | Bradford |
| Inspection number | 10077324 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 11 |
| Total number of places | 96 |
| Number of children on roll | 82 |
| Name of registered person | Keighley Community Nursery Ltd |
| Registered person unique reference number | RP906836 |
| Date of previous inspection | 6 April 2018 |
| Telephone number | 01535 665648 |

Keighley Community Nursery registered in 2004. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one who holds a qualification at level 6 and one who holds qualified teacher status. The nursery opens Monday to Friday all year round, apart from one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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