

Thornton Lodge Day Nursery

1st Safari Day Nurseries Ltd, James Street, Bradford, West Yorkshire
BD13 3NR



Inspection date	15 November 2018
Previous inspection date	3 July 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

- Staff work in close consultation with parents and gather a wide range of information before children settle. Consequently, staff provide individually tailored care and learning for each child, based on what they already know and can do. Parents are actively involved in the life of the nursery and in supporting children's achievements.
- Staff are good role models who teach children essential social skills. Children are well behaved and they develop early friendships and play collaboratively. Staff celebrate difference in many ways with the children and this is reflected all around the nursery.
- Children make good progress. They are eager learners who confidently lead their own play in a stimulating environment. Staff continually observe, assess and plan to meet children's individual needs and build strong foundations for children's future learning.
- Staff effectively promote children's physical well-being.
- The nursery owners, in close consultation with the management team and staff, have a strong commitment and drive to improve, reflected in extensive self-evaluation. This clearly contributes to the good progress made since the last inspection. As part of this, the manager undertakes comprehensive audits on children's records of learning.

It is not yet outstanding because:

- Staff do not consistently use a broad range of teaching methods to encourage children to think more deeply about what they are doing, and express and build on their thoughts and ideas as they play.
- Staff do not always recognise when two-year-old children may require greater levels of support to develop independence skills during daily care routines.

What the setting needs to do to improve further

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

- extend children's opportunities to think more deeply about what they are doing and to develop their thoughts and ideas as they play
- provide the youngest children with greater levels of support to help them to develop independence skills during daily care routines.

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 staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with one of the nursery owners and the nursery manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery, and sampled children's records of learning.
- The inspector spoke to parents during the inspection and viewed questionnaires.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff's access to health and safety based online training has a positive impact on their knowledge and practice. The manager reinforces staff's secure understanding of child protection issues, for instance, through quizzes and 'on the spot' question cards. Staff undertake effective risk assessments and closely supervise children. The nursery owners are very visible within the nursery. They actively monitor practice and effectively support the well-structured management team and staff. Teaching is monitored through tools such as the closed-circuit television and direct peer observations. These help to inform regular supervision meetings and subsequent targeted professional development plans. Staff and parents are encouraged to share their views through confidential questionnaires, for instance.

Quality of teaching, learning and assessment is good

Staff are well qualified and this has an overall positive impact on teaching and learning. Staff have a good knowledge of children's interests and what they need to master next. They effectively support children with special educational needs to ensure inclusion. There is robust analysis of data by staff and the management team. Consequently, any gaps or differences in children's learning are identified promptly and addressed through well-planned programmes of support and good use of additional funding. Parents' evenings and daily communication books are just some of the ways staff share children's progress. Parents' contributions include photographs that staff use to create displays that celebrate each child and their unique family life. Staff enhance children's enjoyment as they engage in their play and demonstrate generally effective interactions.

Personal development, behaviour and welfare are good

Babies and children develop close bonds with staff and staff continue to support children emotionally as they move through the nursery and then to school. Staff help babies to feel secure through consistent care as they closely follow home routines. Staff partake in national programmes in partnership with other providers, for instance, to support children's early language and literacy skills. They actively involve parents, such as by providing story sacks and songs of the week. Staff's exciting storytelling captivates children and staff foster children's love of favourite stories, for example, through interesting three-dimensional displays. Babies babble away in response to staff's conversations. Children enjoy free access to outdoors and readily tuck into nutritious and freshly prepared hearty meals. The nursery implements oral health programmes, for instance, to reinforce messages about other healthy practices.

Outcomes for children are good

Children are well prepared for school. They are inquisitive, focus well and are keen learners. Babies confidently explore. They delight in their newly found freedom as they reach significant development milestones, such as walking. Children aged two years chat away. They show interest in early literacy and how things work. They are eager to press the laptop keys and stare at the screen in amazement as letters appear. Older children show early mathematical skills. For example, they count how many plastic fish they have caught and calculate how much water it will take to fill up the container.

Setting details

Unique reference number	EY488069
Local authority	Bradford
Inspection number	10080248
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 - 9
Total number of places	71
Number of children on roll	42
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Date of previous inspection	3 July 2018
Telephone number	01274 270022

Thornton Lodge Day Nursery registered in 2006 and is located in Bradford, West Yorkshire. The nursery employs 15 members of childcare staff. All staff hold appropriate early years qualifications, with two at level 2, 10 at level 3, one at level 4, one at level 5 and the designated early years support and development manager holds early years teacher status. The nursery opens from Monday to Friday, all year round. 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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