

Inspection of University of Bradford Nursery

Laisteridge Lane, Bradford, West Yorkshire BD7 1DP

Inspection date: 17 September 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is outstanding

Children achieve exceptionally well across all areas of their development, in preparation for their future learning and eventual move to school. They show remarkable levels of self-confidence and determination to solve problems they encounter during play. Children form superb friendships and work together in harmony with their chosen tasks. They solve minor conflicts between themselves. For example, children talk to each other about their feelings and demonstrate an excellent understanding of behaviour rules. They show high levels of respect for others.

Staff interactions are rich and inspirational. During play, they use challenging questions and encourage children to make exciting discoveries. For example, they superbly model thinking skills when children discover that their initial attempts do not work during baking activities. Children show excellent levels of perseverance and revisit their learning. They recall the ingredients to use and follow instructions. Children celebrate joyfully in their eventual success when creating their scrumptious baked treats. They become very confident communicators and immerse themselves in stimulating activities. For instance, children learn how to use a range of pipes and tubes with creativity. They devise communication techniques during play, including using exciting electronic equipment, such as recording devices. Children listen with great intent as they talk to each other. Also, children retell their favourite stories with glee. They repeat these with high levels of enthusiasm.

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

- The newly appointed leaders have worked very hard to make significant and comprehensive improvements, resulting in this impressive setting. They have developed a first-rate environment for children and their families. Leaders provide exceptional levels of coaching, mentoring and role modelling for the dedicated staff. Support for staff and care for their well-being help to drive this exceptional setting forward. Leaders create an ambitious vision for the future of the setting and address any emerging weaknesses in practice with speed.
- Leaders have high expectations for staff and children alike. They provide first-class opportunities to build on staff's excellent skills and knowledge further. Staff absorb high-quality training and put this into swift action. For example, they have recently completed in-depth training in health and hygiene. Staff encourage children to recall the importance of following high standards of self-care. Children show excellent levels of independence.
- Partnership working is a key strength of this setting. Parents are pivotal to children's learning. Staff work with great efficiency alongside parents. They create remarkable links between nursery and home. This helps to build on

children's experiences. Parents provide the highest accolades for staff and leaders.

- Children settle in very swiftly. Leaders work very well with staff and parents. They tailor visits according to children's individual needs. Staff complete visits to a child's home before they start at the setting. This helps them to create positive and trusting relationships from the start.
- Highly positive staff interaction with children is woven throughout all aspects of practice. For example, babies gurgle with excitement during hide and seek games. They are highly responsive and form very strong bonds with those adults who care for them. Babies show high levels of curiosity. They explore various fascinating objects, discovering the tastes and textures. This helps babies to develop their investigation skills.
- Highly qualified staff provide all children with fascinating activities. This includes children with special educational needs and/or disabilities. Staff encourage them to become immersed in their learning. They observe, plan and assess children's progress with skill. Children spend long periods of time rearranging drainpipes, cones, balls and crates. They create tunnels for their enthralling physical activity games.
- Staff are superb role models. They offer extensive support for children who speak English as an additional language. Staff share exciting bilingual storybooks with children and read rhymes and songs in various languages. Children make rapid progress in their language development skills.
- Children thrive during role-play games and activities. They learn to develop impressive mark-making skills when creating their own passports and writing down lunch orders from their friends who board their imaginary plane. Children excitedly learn about other places in the world and the roles of those who help us. They enthusiastically share their own experiences and knowledge of meeting cabin crew members and talk about the role of a lifeguard.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a remarkable understanding of child protection and wider safeguarding issues. They are fully aware of their roles and responsibilities to help keep children safe. Staff are clear on the processes of reporting any concerns about staff's practice or children's well-being. They have completed extensive safeguarding training. Leaders attend professional conferences and meetings and work very closely with other professionals to help minimise risks to children. Staff are highly vigilant and have made significant improvements to the setting to help very swiftly reduce any hazards for children.

Setting details

Unique reference number	302068
Local authority	Bradford
Inspection number	10105852
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	0 to 4
Total number of places	69
Number of children on roll	72
Name of registered person	University of Bradford
Registered person unique reference number	RP523215
Telephone number	01274 234866
Date of previous inspection	29 April 2019

Information about this early years setting

University of Bradford Nursery registered in 1992. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, four hold level 2, eight hold level 3, two hold level 5, and two hold level 6, including one with early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector completed a learning walk with the nursery manager to gain an understanding of how the setting is organised and the learning intentions for children.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a number of observations of staff's practice with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at various documents, including those related to the suitability and qualifications of individuals working in the nursery.

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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