

Wilsden Village Nursery School



Village Hall, Townfield, Wilsden, Bradford, West Yorkshire BD15 0HT

Inspection date	12 October 2018
Previous inspection date	2 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 regularly monitors the progress individual children and key groups of children make. This helps them to identify and plan for what children need to learn next. Children make good progress from their starting points.
- Children behave well. They follow instructions from staff attentively and confidently explain how they can be a good listener. Children concentrate well during activities and group sessions.
- Parents are complimentary about the quality of care and learning they receive. For example, one comments, 'Our child has improved so much academically, she talks about letters and sounds and enjoys educational trips'.
- Staff consistently support children to be independent. For example, children persevere to zip their own coats up and practise spreading their own butter on toast at snack time.
- Children who require extra support have strategies put in place swiftly by staff. They work closely with other professionals, such as speech and language therapists, to help target children's needs effectively.

It is not yet outstanding because:

- The management team has not notified Ofsted about changes to members of the committee. This means that the suitability of a new committee member has not been fully checked.
- The management team does not focus staff professional development opportunities precisely enough, to help raise the quality of teaching to a higher level.
- Staff do not make the best use of opportunities to help support children's understanding of a healthy lifestyle. For example, they do not work in close partnership with parents to fully encourage healthy eating.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
notify Ofsted of any changes to committee members and provide the information needed to check their suitability.	19/10/2018

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

- focus professional development opportunities more sharply to help raise the quality of teaching to the highest level
- extend opportunities to help support children's understanding of a healthy lifestyle, working more closely in partnership with parents.

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 completed a joint observation with the management team. She discussed self-evaluation with the management team.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as staff training, children's assessment files and evidence of the suitability of all staff and committee members.
- The inspector spoke to some parents and took account of their views recorded as feedback for the inspection and on the setting's questionnaires.
- The inspector spoke with staff and children during the inspection.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The management team reflects on the overall effectiveness of the setting. They gather and use the views of parents, staff and children to help them identify improvements needed. They monitor staff performance, for example, through supervision meetings and peer-on-peer observations. Safeguarding is effective. Staff are able to identify possible signs and symptoms of abuse. They understand who to share their concerns with and what action to take. They demonstrate knowledge of wider safeguarding issues, such as the risk of radicalisation. Children are encouraged to identify and manage their own risk; for example, they talk about the floor being slippery due to the rain. The management team has not notified Ofsted of changes to the committee. They have not ensured that a new member of the committee has provided the required information to complete all suitability checks. However, there is no risk to children as this committee member has completed a Disclosure and Barring Service check. They do not have regular or direct contact with children and are never left unsupervised with them.

Quality of teaching, learning and assessment is good

Staff compile an accurate assessment of children's skills and knowledge with parents when they first start at the setting. They record observations that show significant learning for children. Activities are well targeted to children's individual needs. For example, staff differentiate a group activity to help promote children's mathematical skills. Children enjoy using a 'counting bear' to accurately count the number of children. They enjoy singing number songs and learn how to calculate one less than. They use a counting stick to successfully work out one more, for numbers up to ten. Parents are kept well informed about their child's development, including through daily discussions and an online system. They are encouraged to support children's learning in the home. For example, they borrow an activity bag with resources targeted to children's needs.

Personal development, behaviour and welfare are good

Children make their own choices in play. For example, they create pizzas in the dough and concentrate deeply as they pick up pom-poms with pegs. Outdoors, they use their creative and critical-thinking skills to build with open-ended materials, such as wooden pallets to create structures. Children enjoy splashing in the puddles, join in with dance sessions and go for walks in the community. This helps to promote their physical development successfully. Staff support children's care routines well; for example, encouraging them to wash their hands thoroughly. They complete detailed care plans to ensure that children's individual needs, such as allergies, are managed effectively.

Outcomes for children are good

Children develop key skills in readiness for school and are motivated to learn. They are creative and imaginative. Children build models using boxes, tape, paper and scissors. They enjoy sorting, ordering and counting vehicles in their play. Children develop their communication and literacy skills well. For example, they delight at singing songs together, visit the library to read stories and clap out the correct number of syllables in their name. They learn how to cooperate with others successfully and develop vital social and emotional skills. For example, they practise taking turns playing a board game.

Setting details

Unique reference number	302008
Local authority	Bradford
Inspection number	10061694
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	41
Name of registered person	Wilsden Village Nursery School Committee
Registered person unique reference number	RP909687
Date of previous inspection	2 December 2015
Telephone number	01535 275534

Wilsden Village Nursery School registered in 1976 and is operated by a volunteer parent committee. The setting opens five days a week, from 9am to 3pm, during term time only. There are eight members of staff. Of these, six hold relevant qualifications at level 2 and above, including one of the managers who holds qualified teacher status. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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