

Report for childcare on domestic premises

Inspection date	10 April 2019
Previous inspection date	6 January 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Staff are well qualified, experienced and passionate about their roles and are extremely well motivated. They have an excellent understanding of how to promote children's development. They deploy themselves extremely effectively and work in small groups, ensuring every child's individual care and learning needs are precisely met.
- Children develop excellent communication skills. They confidently ask and answer well-considered questions asked by staff and children make suggestions and share their observations. They show high levels of enthusiasm for learning. They are exceptionally well prepared to move on to the next room and school.
- Staff act as positive role models and their interaction with the children is excellent. Children show extremely high levels of confidence and self-esteem and their behaviour is exemplary.
- Children explore in the rich and stimulating environment inside and in the superbly resourced gardens outside. They develop independence remarkably well and are given excellent opportunities to do things for themselves. All children make outstanding progress from their individual starting points, including those who receive additional funding.
- Successful partnerships with other professionals ensure the best outcomes possible for every child, including those with special educational needs and/or disabilities.
- Management and staff develop outstanding partnerships with parents. They go above and beyond expectations to ensure parents are fully involved in the work of the nursery. Parents are extremely positive and say that staff are exceptional and their children make great progress and have lots of fun.

What the setting needs to do to improve further

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

- continue to critically evaluate practice and access relevant training, to maintain excellent outcomes for children.

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 to a group of parents during the inspection and took account of written views.
- The inspector spoke to staff and children throughout the inspection and toured all areas of the setting.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner. She looked at relevant documentation, including the safeguarding policy and children's learning records, staff qualifications and their Disclosure and Barring Service checks.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. All staff are extremely clear about the procedures to follow in the event of a concern about a child in their care. They attend a significant amount of training related to safeguarding. For example, all room leaders have attended advanced safeguarding training and safeguarding is included in regular staff meetings and supervisions. It is evident that the whole staff team is very committed to making sure children achieve at the highest level. Highly developed ways of planning are in place, taking account of each child's individual needs and specific interests. The excellent recording of the quality of teaching and children's progress ensure that all achievements are outstanding. The management team and staff critically evaluate their practice, access a vast amount of training and continue to do this to maintain excellent outcomes for children.

Quality of teaching, learning and assessment is outstanding

Children make excellent progress in their learning. Staff very successfully build on what children already know and can do and their new interests, to extend their skills and understanding. For example, when children excitedly explain how they love to dress up as a pirate, staff extend the planning to accommodate the children's developing interests. All children enjoy circle time, older ones identify different numbers that have been hidden and match them up. This helps promote early number recognition. Babies get very excited as they develop their sensory skills in the grated cauliflower and broccoli, they are eager to scoop it up and place it into bowls. Staff intuitively repeat early speech sounds back to babies as they pick up the different farm animals and show them to the staff. All children thrive and make consistently outstanding progress in their learning and development, as the nursery provides an exceptionally stimulating well-thought out educational programme.

Personal development, behaviour and welfare are outstanding

An extremely strong key-person system is in place. Staff find out about children's personalities, interests and ways in which they engage with other children. They know children incredibly well and are extremely nurturing in their care. Children settle exceptionally quickly and form very close relationships with all staff. All children have excellent opportunities to develop their physical skills. They have regular access to excellently resourced outdoor areas. For example, children enjoy weekly trips to a forest school, as well as accessing the nursery forest area. Children excitedly wait to go outside where they help plant vegetables and use their imagination as they pretend the log is their own train. Meal times are exceptionally sociable, older children talk about their day and help to lay the table.

Outcomes for children are outstanding

All children thrive in the stimulating and inclusive environment. Children show high levels of pride in their work and respond very positively to praise from staff. Children learn the skills they need for their future learning and in readiness for school. Exceptional intervention is sought for children who are funded so they get the highest level of support for their individual needs.

Setting details

Unique reference number	EY482180
Local authority	Bradford
Inspection number	10076296
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	38
Number of children on roll	64
Registered person unique reference number	RP511083
Date of previous inspection	6 January 2016

Westfield House Childcare registered in 2014. It operates from a semi-detached house in the Shipley area of Bradford, West Yorkshire. The setting is open Monday to Friday from 7.30am until 6pm, except for two weeks over the Christmas period and bank holidays. There are 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including three with qualified teacher status and one with early years teacher status. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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