

# Inspection of Wishing Well Nursery - Myrtle Place

23 Myrtle Place, Bingley, West Yorkshire BD16 2TL

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Inspection date: 24 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at nursery happy and eager to begin their day. They are greeted by cheerful staff, who welcome them with open arms. Children have secure attachments with staff and enjoy their time at nursery. They independently access the resources and activities available. Children show positive attitudes towards their learning. Toddlers enjoy building towers using sensory blocks. They show a great deal of determination and persistence as they carefully stack each block on top of each other. Older children pretend to be veterinarians and take care of the sick animals by administering medication. Children are friendly, sociable and confident individuals, who are keen to share their experiences with the inspector. For instance, younger children delight in showing the inspector their favourite toys and older children eagerly talk about their friends and what they like to do at nursery.

Children are well behaved and know what is expected of them at nursery. Older children recap the nursery rules before listening to a story. They remember that they need to 'listen and sit on their bottoms, so that their friends can see'. Staff are good role models and teach children about being kind towards each other. Younger children take it in turns to kick the balls to each other in the garden. Staff skilfully support older children to work together to build houses using various construction items.

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

- Staff sequence the curriculum to help children to make progress as they move through nursery and on to school. They support children to develop their independence and support them to have good social and communication skills. However, the learning intent behind some of the activities on offer is not always appropriate for children's age and stage of development. For instance, some staff emphasise teaching babies and toddlers mathematical concepts, such as shapes, numbers and colours.
- Staff plan activities that are based around children's interests and offer new experiences to help children to develop. For example, children have access to a soft-play bus, where they can develop their physical skills. They regularly go on outings into the local community, such as to the library and on nature walks. This helps children to learn about the world around them.
- Children's communication and language skills are supported well, overall. Staff use the environment to develop children's listening skills. Children listen to different sounds they can hear outside and identify birds and aeroplanes. Children engage in story and singing sessions as they develop their concentration and a love of books, songs and rhymes.
- Staff interact positively with children and give them plenty of praise and encouragement as they play. Some staff skilfully engage children in

conversations and extend their language and vocabulary. However, other staff use a lot of closed questions that do not promote children's thinking skills fully. Furthermore, at times staff ask questions rapidly and do not give children enough time to think and respond before moving on.

- Children's health and well-being are given a high priority. Children enjoy home-cooked, healthy and nutritious food. They spend lots of time outside and get plenty of fresh air and exercise. Older children join in with weekly yoga sessions that help to support their mindfulness and physical development.
- Staff have good relationships with parents, who speak very highly about the nursery and staff. Staff keep parents informed about their children's day and what they are learning. They share ideas with parents about how they can further support children's learning at home. For example, staff use an online app to share children's achievements and give parents activity ideas to try at home.
- Children with special education needs and/or disabilities are identified quickly. Staff put support in place promptly, so that children make progress. Staff work closely with parents, other professionals and additional settings that children attend. They share information about children's care and learning, to ensure a consistent approach.
- The manager regularly reflects on the nursery and the opportunities provided for children. She works closely with parents and staff to make improvements. For example, there are plans underway to extend the garden to provide more outdoor learning opportunities for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager is knowledgeable and understands her responsibility to keep children safe at nursery. She keeps up to date with any changes in legislation and local safeguarding procedures. The manager ensures that all staff are fully trained in safeguarding and child protection. Staff are aware of the correct procedures to follow should they have any concerns about a child's safety or well-being. The nursery environment is safe for children. Staff make regular checks to identify and remove any potential hazards. There are robust recruitment and induction processes in place for new staff. The manager makes sure that staff are suitable to work with children by making regular checks.

## **What does the setting need to do to improve?**

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

- ensure that staff plan more appropriate activities for younger children to fully support their learning needs
- help staff to develop their questioning techniques to fully support children's thinking skills.

## Setting details

<b>Unique reference number</b>	EY436454
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10264594
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	Dargan Child Care Ltd
<b>Registered person unique reference number</b>	RP904337
<b>Telephone number</b>	01274 550962
<b>Date of previous inspection</b>	20 June 2017

## Information about this early years setting

Wishing Well Nursery - Myrtle Place registered in 2011 and is located in Bingley, West Yorkshire. The nursery employs 35 members of childcare staff. Of these, 31 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round, apart from bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Clare Cotton

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager, owner and the inspector completed a learning walk and discussed how staff deliver their curriculum.
- The inspector observed interactions between staff and children during activities and assessed the impact on children's learning.
- The inspector held a meeting with the manager and owner. She sampled documentation, including suitability checks of staff and their first-aid certificates.
- A joint observation of an activity was conducted by the manager and the inspector.
- The inspector looked at written feedback from parents during the inspection to take account of their views.
- Children interacted with the inspector during the inspection.

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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