

Inspection of Cavendish Lodge Day Nursery

Cavendish Lodge, Back Cavendish Street, Keighley, West Yorkshire BD21 3EL

Inspection date: 23 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their learning. Practitioners provide a welcoming environment and know children well. Children search for their key person when they enter, showing excitement when they see them. Practitioners have high expectations for children's behaviour. They clearly explain and remind all children about the golden rules in the nursery. Practitioners role model how and when to use manners. They react swiftly when they see children who may need support to share. Practitioners praise children for being kind and helping their friends to tidy up. Children tell practitioners when their friends have followed a golden rule. They are aware of the expectations for their behaviours and try to follow them explicitly.

Practitioners provide opportunities for children to develop in all areas of the curriculum. Children are very eager to join in with activities. They investigate sensory materials, searching under leaves for small pumpkins. Children are curious and engaged in their play. They use sticks to tap pans. Practitioners teach them about the different sounds. Children swing noise tubes around copying the funny sounds, laughing as they do so. Practitioners teach them about the pitch, such as 'high' and 'low'. Children excitedly get their outdoor clothing on. They laugh and giggle as they run and jump in puddles. The curriculum is fun and challenging for children.

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

- Long-standing practitioners teach children with passion, energy and purpose. Their interactions with children are of a high quality. Practitioners maximise all opportunities to extend children's learning. For instance, when children role play making pizza, they teach children about size, halves and quarters. Children create potions and practitioners teach them about weight as they place items into a bowl of water. Children are surprised as they learn what sinks and what floats. They are deeply engaged in their learning.
- Children have exciting opportunities to learn about mathematics. They learn about force and speed as they pour water down pipes. Practitioners extend children's learning and add balls to the water flow. Children build with wooden blocks. Practitioners teach children about three-dimensional shapes, using rich language, such as 'sphere' and 'cube'. They teach children about colour when they make marks. Children show their early understanding of mathematics.
- The setting promotes diversity well. There are several languages spoken within the setting. Practitioners teach children about different cultures, family make-up and foods from around the world. Children learn about their similarities and differences and celebrate these. They learn what makes them unique.
- Children develop a deep understanding of the world. They grow flowers and

herbs. Practitioners teach children about life cycles and recycling. They give children ownership of a compost bin. Children reuse the soil to fertilise the environment. They learn about using waste as reusable materials.

- Practitioners support children's muscle development well. For example, they encourage children to use fishing rods to catch fish in a water tray. Children thread coloured ribbons through a large net, which helps to develop their hand-eye coordination. Children run and weave through coloured cones. They ride wheeled toys and negotiate obstacles. This supports children to strengthen their large and small muscles.
- All children make good progress, particularly children who speak English as an additional language and children with special educational needs and/or disabilities. Practitioners complete thorough observations of children. They use this information to identify any areas of needs at the earliest opportunity. Practitioners are trained in early intervention strategies. They use visual prompts to help all children to communicate. Children take books and home learning packs home. This supports continuity in their learning at home and early language and literacy development.
- Managers carry out safe recruitment checks and induction procedures for new practitioners. This ensures that all practitioners are suitable to work with children and have a good understanding of policies and procedures. Managers carry out supervision sessions and appraisals. This ensures that staff have opportunities for professional development.
- However, during play, less confident practitioners do not consistently engage children in conversation, guide their learning or challenge them. The support and coaching for staff who are less confident to follow children's lead are not as effective. This means, at times, staff do not maximise children's learning potential. That said, practitioners consistently report high levels of support for their emotional welfare.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to support all staff, particularly those who are less confident, to follow children's lead.

Setting details

Unique reference number	EY313335
Local authority	Bradford
Inspection number	10354715
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 at time of inspection	2 to 4
Total number of places	45
Number of children on roll	37
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Telephone number	01535 611115
Date of previous inspection	2 November 2018

Information about this early years setting

Cavendish Lodge Day Nursery is run by 1st Safari Day Nurseries Limited and opened in 2006. It is located in Bradford. The setting operates all year round, from 8am to 6pm, Monday to Friday. It provides government funded childcare. The setting employs six members of childcare staff. Of these, one holds a qualification at level 7 and four more have appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between practitioners and children.

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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