

Inspection of Tykes @ Queensbury

Victoria Hall, Queensbury, Bradford, West Yorkshire BD13 1AB

Inspection date: 3 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff give a friendly and enthusiastic greeting to children, who eagerly enter the safe and secure pre-school. For example, after learning about pets, children are excited to show staff the food that they have brought in for the gerbil after a family trip to the pet shop. Staff demonstrate caring relationships with children. This helps children to feel happy and settled. For example, staff help children to hang up their coats before placing their names on the registration board.

Staff have high aspirations for children and plan generally effective educational programmes that, overall, help children to make progress and develop skills in readiness for school. This includes children in receipt of additional funding and those children with special educational needs and/or disabilities (SEND). For example, three-year-old children develop their independence as staff encourage them to pull their coat zips up, pour drinks from small china jugs and put on their wellingtons. Staff and children laugh together during activities. Staff enhance children's fun and enjoyment and expand their learning. For instance, children curiously explore the smooth and silky texture of the shaving foam.

Staff help children to develop good social skills and friendships. For example, they use large sand timers to help children to understand the expectations for their behaviour, such as sharing and taking turns. In addition, staff use initiatives, such as a tidy-up song, to help children to understand what happens next and to make such daily routines fun.

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

- Staff plan a broad range of activities that generally promote children's all-round learning. However, after the intake of more two-year-old children, staff have not fully adapted their curriculum to precisely target this age group's younger stage of learning and interests.
- Three-year-old children delight in developing their imagination skills while exploring dough, autumnal items and other tactile media in the outdoor exploratory kitchen. As they do so, staff skilfully expand children's thinking skills as they ask questions and introduce new vocabulary.
- Staff continually monitor children's progress and quickly identify any gaps in their development. They create internal support plans to help children to catch up, and they make timely referrals to other professionals. Staff work in excellent consultation with parents and others to ensure that children with SEND are included exceptionally well.
- Staff help children to test out their ideas, such as observing how fast the toy cars whizz down plastic guttering. Children learn about the world around them by, for example, closely observing the insects in the bug house as they scurry

away. Staff introduce early mathematics as they count the woodlice with children.

- Staff enthusiastically read stories and sing songs, including during care routines. This helps to support children's early language. Staff help children to recall a favourite rhyming story through role-play resources, such as a witch's cauldron. Where communication barriers exist, staff use pictorial aids to help children make choices and understand daily routines.
- Children have good opportunities to develop their essential physical skills. For example, they manoeuvre wheeled toys and use metal resources to dig, fill and pour while playing in the large water tray and indoor sit-in sand pit. Two-year-old children stack cardboard cones and giggle after their tower comes tumbling down.
- Staff provide healthy snacks. They invited a dental health team into the pre-school and distributed toothbrushes and toothpaste to families. This helps to instil early messages to children about living a healthy lifestyle.
- Staff share information with parents about particular aspects of children's development, such as their early speech and the importance of reading stories. As part of this, staff have re-established their lending library, which previously ceased as a result of the COVID-19 pandemic. Parents express their appreciation of this resource and many other positive aspects of the pre-school.
- Staff are very nurturing. However, they do not always recognise when two-year-old children require greater levels of adult support to engage in activities, manage handwashing and develop their language skills. In addition, staff do not consistently work in partnership with parents to the highest level to support younger children's certain developmental milestones, such as learning to use the toilet.
- The passionate pre-school owners work directly alongside staff in their role as managers. This helps them to observe and mentor staff, support their well-being and identify continued professional development that builds on their existing qualifications. The owners are currently focusing on supporting new staff and those who have returned after covering at their other pre-school setting.

Safeguarding

The arrangements for safeguarding are effective.

The owners carry out robust recruitment procedures to ensure staff's suitability. Staff undertake effective risk assessments that help to promote children's safety and welfare. For example, staff strictly monitor access to prevent unauthorised persons from gaining entry. As part of this, staff use fob access into the main building and designated pre-school room. Staff recognise the signs of abuse and neglect, and they understand internal and external reporting procedures. This helps to protect children from harm. Staff provide safety information for parents and help children to learn about keeping themselves safe. For example, they remind them to hold the scooter handles tightly as they confidently practise their physical skills.

What does the setting need to do to improve?

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

- plan the curriculum so that the environment and activities take greater account of, and support, two-year-old children's individual learning needs and interests
- strengthen the key-person system in order to build on partnership working with parents and provide the youngest children with greater support and opportunities to develop their language skills.

Setting details

Unique reference number	2647826
Local authority	Bradford
Inspection number	10301391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	13
Name of registered person	Truly Tykes Ltd
Registered person unique reference number	2647827
Telephone number	01274884173
Date of previous inspection	Not applicable

Information about this early years setting

Tykes @ Queensbury re-registered in 2021 due to a change in ownership and legal entity. It is located in Queensbury, on the outskirts of Bradford, West Yorkshire. The pre-school employs five members of childcare staff, four of whom hold appropriate qualifications. Three are qualified at level 3 and one at level 5. The pre-school is open Monday to Thursday, during term time, from 9am to 2pm. It receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with the managers. She carried out a learning walk, to which both managers contributed. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education and assessed the impact on children's learning.
- One of the managers and the inspector carried out a joint observation of an activity taking place.
- The inspector spoke with children, parents and staff during the inspection. She also viewed written feedback from parents.
- The managers shared various documents with the inspector, including those relating to the suitability and qualifications of staff.

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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