

Inspection of University of Bradford Nursery

Laisteridge Lane, Bradford, West Yorkshire BD7 1DP

Inspection date: 21 August 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children at this nursery thrive in the care of the devoted, calming and nurturing staff team. Staff inspire children to become social, confident and curious learners. For example, during a group weighing activity, children make predictions and excitedly test their own theories. This supports them to become critical thinkers and build on their own creative ideas.

Leaders have designed a highly ambitious, bespoke curriculum, which they expertly sequence to build children's knowledge and independence over time. Staff thoughtfully layer skills into daily routines to develop children's self-sufficiency. For example, they encourage independence from a young age. Younger children learn to pour their own drinks, while older children manage their own water bottles by twisting the lids on and off. This creates a 'can do' attitude in all children.

A thorough and sensitive settling-in period helps children to feel safe and secure. Key people build strong bonds with children and their families through staggered visits and detailed conversations. Staff use careful observations such as progress checks at age two and end-of-term reviews with parents to pinpoint children's development and quickly address learning gaps. As a result, all children make exceptional progress, becoming resilient learners who are fully prepared for school.

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

- Staff ensure a highly inclusive setting, celebrating every child's background by expertly weaving cultural experiences into learning. They plan activities around children's interests, such as food tasting after wedding conversations, and explore different faiths by celebrating festivals like Eid, Christmas, and Diwali and visiting local places of worship. Furthermore, a 'language of the month' and invitations for parents to share stories in their home languages ensure this approach creates a powerful sense of belonging for every child.
- Support for children with special educational needs and/or disabilities (SEND) is exemplary. The setting's 'assess, plan, do, review' cycle ensures staff identify every child's needs. Children with SEND benefit from highly effective individual support plans that break learning into small, targeted and achievable steps.
- Staff create a vibrant, language-rich environment, beginning in the baby room where they expertly mirror babies' gestures and facial expressions. For older children, staff consistently model and extend words using tools such as 'vocabulary flowers' during play. For example, when a child on a trampoline says 'high', their key worker skilfully extends this to 'bounce high'. Furthermore, a lending library and story bags promote a love of reading, with staff encouraging children to understand story structures by discussing the beginning, middle and end of books.

- Children's physical development is exceptionally well-supported. They build core strength and coordination on the 'physical hill', using ropes and ladders to pull themselves up. Children develop balance on sunken tyres and repurposed logs. Staff skilfully promote fine motor skills. For instance, children carefully push lavender sticks into play dough, practising a pincer grasp.
- Children's behaviour is exemplary, and they demonstrate extremely positive attitudes towards learning. Staff are excellent role models who promote kindness and respect, skilfully supporting children to manage their emotions. For instance, they use a sand timer to help children understand turn-taking and provide dedicated 'sensory circuits' to help them calm and focus. Staff also use visual cards to reduce individual anxiety during transitions. As a result of this superb, tailored support, children are deeply engaged in their play and show genuine excitement to join their friends.
- Leaders are inspirational. The ambitious management team has an unwavering focus on providing the highest quality of care and education. They have created a culture of continuous reflection and improvement among the staff team. Staff feel highly valued and supported through excellent coaching, such as video reflection, which enables them to develop their practice and progress into leadership roles.
- Partnership with parents is exceptionally strong. Communication is effective through daily verbal handovers and the use of an online app. Parents feel fully involved in their children's learning. The setting acts as a crucial support system for families and encourages parents to access workshops like first aid and nutrition. These workshops empower parents to continue children's learning at home and build a powerful sense of community.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	302068
Local authority	Bradford
Inspection number	10392844
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	0 to 4
Total number of places	69
Number of children on roll	73
Name of registered person	University of Bradford
Registered person unique reference number	RP523215
Telephone number	01274 234866
Date of previous inspection	17 September 2019

Information about this early years setting

University of Bradford Nursery registered in 1992. The nursery employs 24 members of childcare staff. Of these, 19 hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josie Cumiskey

Inspection activities

- The nursery manager and deputy manager joined the inspector on a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspector and deputy manager completed a joint observation of a planned group activity.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents during the inspection, looked at several parental emails and took account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the nursery.
- The inspector observed the quality and education being provided for all children, both indoors and outdoors.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector discussed how staff support children with SEND.
- The inspector discussed with staff how they deal with and record accidents and incidents.
- Children spoke with the inspector during the inspection about what they enjoy doing at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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