

Inspection of Wingate Private Day Nursery Ltd

WINGATE HOUSE RAGLAN AVENUE, KEIGHLEY, WEST YORKSHIRE BD22 6BJ

Inspection date: 15 January 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure the nursery is kept clean. For example, toilets are not suitably cleaned, and rugs in the baby room are dirty. This lack of hygiene means children's health and well-being are not assured. That said, children enjoy a good range of healthy and balanced meals and snacks. They have opportunities to play outside and develop their physical skills in the fresh air.

Children do not benefit from a well-designed curriculum that promotes their next steps in learning. Some children wander with little focus for their play. Activities do not consistently reflect children's interests. Children do not enjoy enough positive interactions from staff to support their good progress and development.

Despite the weaknesses, children are welcomed into the nursery by friendly staff. They sit together to enjoy breakfast before going to their own rooms to play. Babies soon settle because staff support their emotional well-being during transitions and are attentive to their care needs. In the main, staff support children to share and take turns. However, staff do not help children understand why some behaviour is not acceptable.

In general, staff encourage children's independence in self-care routines, such as getting dressed for outdoor play and using age-appropriate cutlery. However, staff do not always encourage children to flush the toilet after use. This means they do not fully promote children's understanding of why good hygiene routines are important.

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

- Staff do not deliver a coherently planned and sequenced curriculum. Some staff have a poor understanding of the areas of learning, how children learn and what they need to learn next. Educational experiences are mundane and lack ambition. They are not designed to give children, including the most disadvantaged, the best start. Staff do not promote children's curiosity or motivate them to learn. As a result, children do not make good progress.
- If staff identify gaps in children's learning, leaders are quick to engage parents and other professionals. However, leaders do not ensure assessments of children's learning are accurate and kept up to date. Staff's expectations of what children are capable of are too low, including for children with special educational needs and/or disabilities. This means staff do not support them to reach their full potential.
- The key-person system is ineffective. Staff do not share information about children's interests, their stage of development or their next steps in learning. When key staff are absent from the nursery, many children lack the positive

interactions they need to engage in purposeful play and learning. Due to staffing issues, leaders use agency staff regularly. Little information is shared with them to help them support children. Consequently, they supervise children but do not engage them well in purposeful activities.

- Some staff encourage children to talk about their wider families and home lives during their play. This helps children to understand their place in the world. Staff talk about people who are there to help us, such as doctors. They introduce new words to build on children's vocabulary. For example, staff tell children that doctors use a 'stethoscope' to listen to their heart. Children make paper planes and staff introduce some mathematical concepts. For instance, they show children how to fold the paper in half and use positional language, such as over and straight.
- While children wait for their lunch, staff use the time well to share a story with them. Staff sing rhymes to children, which supports their developing communication and language skills. Children enjoy these familiar rhymes and follow the actions. During this time, the atmosphere is calm and the children behave well. However, staff do not teach children enough about feelings or the impact their behaviour has on others. Overall, poor interactions mean that some children display unwanted behaviour. Children are often told to stop doing things, such as throwing toys, with no explanation of why this is not acceptable. This does not help children to regulate and manage their own behaviour.
- Staff feel that leaders are aware of the pressures on them and support their well-being. However, leaders do not review staff practice effectively. Therefore, significant weaknesses not identified or addressed. Nevertheless, staff have access to some training, such as understanding babies and safe sleeping. Staff say this has helped them to support babies' development, and they understand better when babies are ready to crawl and stand. Leaders have added resources to the baby room that children can pull themselves up on when they are ready to stand and walk.
- Staff have a secure knowledge of the signs and symptoms of abuse and the procedures to follow if they have concerns about a child or an adult. They understand how to respond to child protection issues and confidently recall the steps to take when reporting their concerns. However, the lack of cleanliness and poor hygiene practices mean children's health and well-being are not assured.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that their premises are fit for purpose and suitable for the age of children cared for and the activities provided on the premises, and comply with requirements of health and safety legislation, including hygiene requirements	16/02/2025
implement an effective key-person system to ensure that every child's care is tailored to meet their individual needs, including times when a child's key person is not in the setting	16/02/2025
implement effective arrangements to support the learning and development of children with special educational needs and/or disabilities (SEND) so they make the progress they are capable of	16/02/2025
ensure staff support, understand and manage children's behaviour in an appropriate way that helps children to understand why some behaviour is not acceptable	16/02/2025
implement effective arrangements for the supervision of staff who have contact with children and families, to provide targeted support, coaching and training for the staff that raises the quality of care and learning for children and promotes continuous improvement	16/02/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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consider the individual needs, interests and development of each child in their care and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development	16/02/2025
stimulate children's interests and respond to each child's emerging needs, guiding their development through warm, positive interactions supported by secure routines for play and learning	16/02/2025
ensure assessments of children's progress are up to date and accurate so staff have a clear understanding of what children already know and can do, and their next steps in learning.	16/02/2025

Setting details

Unique reference number	EY266488
Local authority	Bradford
Inspection number	10375573
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	87
Name of registered person	Wingate Private Day Nursery Ltd
Registered person unique reference number	RP521554
Telephone number	01535 610891
Date of previous inspection	5 November 2019

Information about this early years setting

Wingate Private Day Nursery Limited registered in in 2003. The nursery employs 14 members of staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting. She spoke to staff about their work, training and well-being.
- The inspector and manager carried out a joint evaluation of an activity.
- The inspector considered parents' feedback and discussed working with different families with the manager and provider.
- The inspector observed the quality of education. She talked to the provider about how they evaluate the provision and how they support staff's ongoing professional development.

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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