

# Hipperholme & Lightcliffe Day Nurseries Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY401758
<b>Inspection date</b>	04/10/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Hipperholme and Lightcliffe Day Nurseries Limited opened in 2010 and is privately owned. It operates from converted premises close to Brighouse town centre. There is an outdoor play area adjoining the premises. The nursery is open Monday to Friday from 7.30am to 6.30pm, and weekends from 8.30am to 4.30pm, 51 weeks of the year. The nursery is registered on the Early Years Register, and the compulsory part of the Childcare Register. A maximum of 145 children under the age of eight may attend the nursery at any one time; of these, 105 may be in the early years age group. There are currently 135 children on roll; 109 of whom are under eight years and 98 of these are in the early years age group. The nursery receives funding for three and four-year-old children and welcomes children with special educational needs and/or disabilities, and children with English as an additional language. There are 14 members of staff working with the children, 10 of whom hold an appropriate early years qualification and four are working towards a qualification. A number of staff are working towards a degree in childcare and Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in all areas due to the highly effective planning and monitoring of their achievements and effective partnerships with parents and other providers. The staff team is highly dedicated and provides an excellent provision which is exemplary in fostering children's learning and development. They are extremely successful in meeting the needs of all children through recognising their uniqueness, consistently promoting fully inclusive practice and ensuring that the outcomes for children are outstanding. Excellent leadership and management ensures that reflective practice is an integral part of nursery life; the basis on which to provide a clear direction to maintain exceptionally high standards and to ensure the setting consistently strives to even higher expectations.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop next steps to further enrich children's learning and development.

## The effectiveness of leadership and management of the early years provision

Safeguarding children is of the utmost priority to the management and staff to ensure that all children are able to thrive in a safe and secure environment. This is

strengthened through the exceptional partnerships with parents who fully understand the nurseries responsibility to record and report any concerns in line with the Local Safeguarding Children Board procedures. All staff have a secure knowledge of the signs and symptoms of abuse and neglect, and consistently ensure that any existing injuries, accidents and medications administered to children are immediately and accurately recorded. The nominated person is completely aware of their responsibility and works exceptionally well with legal advisors to ensure that children are fully protected at all times. All persons working at the nursery undergo rigorous vetting procedures to ensure they are suitable, highly efficient in their role, and demonstrate a genuine love for children.

All the required documentation, policies and procedures, plus many additional records are meticulously implemented and enables parents to feel totally comfortable leaving their children in the care of staff that they trust completely. Highly effective and well-documented risk assessments significantly contribute to this as children are kept safe indoors, outdoors and on outings. The staff team is extremely enthusiastic and strongly motivated to continually develop and increase their knowledge and skills, and ensure full compliance with current legislation through accessing targeted training courses. This benefits all the children, through the provision of an exceptionally high quality, fully inclusive service. Therefore, children behave well, take turns, are polite, considerate and accepting of each other and form strong relationships and friendships. The staff team has a thorough understanding of the Early Years Foundation Stage and is extremely successful in promoting the outcomes for children. Consequently, all children make outstanding progress in their learning and development. The management has extremely high expectations to provide an exemplary service for families and is relentless in the drive to maintain continuous improvement. They are extremely successful in this through extensive self-evaluation and actively seek the opinions and views of children, their families and other professionals.

The nursery has excellent systems in place to ensure a consistent, two-way flow of information with parents. This is successfully achieved through daily discussions, written information, text messages, e-mails, and displayed information. The nursery fully acknowledges the importance and value of effectively utilising all resources. They regularly visit the local area and work closely with local schools, such as, recently joining forces with the college to become an academy to provide training places for students. Children value and respect peoples differences through the celebration of traditions and festivals, and regularly access resources which positively reflect race, gender and disability. Additionally, children are developing an awareness of those less fortunate than themselves as they participate in fundraising events. They understand about reusing and recycling and protecting the environment, for example, they make musical instruments from water bottles, sort paper for recycling and remind their friends not to waste water through leaving it running when washing their hands. Children spontaneously turn the lights off when leaving the bathroom as the staff are very positive role models and consistently turn off lights when leaving the rooms.

## **The quality and standards of the early years provision and outcomes for children**

The staff team are highly passionate about providing the best possible start for all children and firmly believe that there should be no barriers to learning. Individual learning journals include a wide range of information from parents including; children's starting points and many records of home activities and achievements. This ensures that parents and staff work exceptionally well together enabling all children to reach their full learning potential, at their own pace and in their own unique way. Highly effective systems are rigorously implemented to ensure that staff sensitively observe and assess the children. Continually tracking their progress towards the early learning goals ensures that children receive achievable challenges in highly enjoyable ways. Staff use their extremely secure knowledge of what children know and can do, to successfully foster children's learning and plan the next stages in their development. Although staff have an excellent knowledge of how to progress children's learning, in a small number of cases, the next steps in learning are generalised, therefore, not precisely pinpointing the exact learning objective. Extremely high quality equipment is in abundance and any additional equipment is purchased in full consultation with the children to ensure it is relevant, of interest and enables children to be highly effective in contributing to their own learning. Children understand the importance of using tools correctly and carefully cut with scissors taking great care to pass them safely to their friends. At dinner time, children know that knives are sharp and can cut them. Therefore, they are developing an outstanding awareness of how to keep themselves safe.

The exceptional focus on working in partnership with parents ensures numerous ways for parents to effectively communicate and contribute to their children's learning journals. Staff highly value and make full use of details from parents and successfully use this information to shape what happens next in the provision of activities, resources and the direction of the children's learning. Children are developing an amazing awareness and understanding of the natural world, living things and history. Following a family trip to a dinosaur museum, staff were highly innovative in ensuring sustained learning enabling the children's interest to flourish. The children thoroughly enjoy playing with very large lifelike models of dinosaurs, looking up information about them in factual books, relating the models to posters, making their own fossils, and using the internet for additional research. Children's creativity is strongly encouraged as they draw and paint pictures and also as they make up stories about the dinosaurs. Additionally, children's learning is extended and enhanced through the purchasing of a gecko which children take great pride in caring for. They comment that the gecko looks like a dinosaur but know that dinosaurs are extinct now. Many of the children are involved in this interest that develops into nature and wildlife in general, with the provision of binoculars and special magnifying cases to enable them to spot wildlife in the garden. Staff skilfully use this interest to promote healthy eating as they discuss the diet and exercise that the dinosaurs and animals need. Children really understand the many benefits of fresh air and exercise and the impact on their body. They state that exercise is good for them, that it makes their muscles work and know that eating healthily, resting and sleeping are also important to keep them strong. This understanding is significantly enhanced through many activities,

such as weekly dance sessions and visits from a physiotherapist.

The key person plays a significant role in children's learning and spends lots of one-to-one time talking and doing activities with them. This promotes very high levels of self-esteem and ensures children feel exceedingly valued and special, inspiring them to learn. The children make exceptional progress in all areas of communication due to excellent interaction from staff. Some of whom naturally use sign language in conjunction with words, and facial expressions enabling children of all ages to express themselves and make their needs known to staff and other children.

Older children are developing an excellent understanding of phonics and use these to spell and write their name. Staff actively encourage children to listen to the sounds of the word and think about what it begins with when they wish to write their friends' name. Children listen very carefully and are extremely proud when they guess the correct letter. They take great care as they write the letters, hold the pen correctly and form the letters very well. Parents comment that they especially value that staff request key words in both verbal and written context to support children in recognising and valuing their culture and heritage. Children concentrate outstandingly as they sit quietly, paying rapt attention to stories in the dedicated library, where they enjoy selecting books and story sacks to read at home and share with their parents.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met