

Heatherfield Day Nursery

1-3 Heatherfield Road, Marsh, HUDDERSFIELD, West Yorkshire, HD1 4QP

Inspection date

Previous inspection date

31/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff know the children well and provide a good balance of interesting and challenging activities that support children's learning and development well.
- Staff regularly reflect on the service they provide and seek ways to make continuous improvements.
- Staff work well together, are good role models and listen carefully to the children in their care. This enables them to respond to their individual needs effectively.
- Staff encourage children to participate in lively conversations, whilst extending their vocabulary and furthering their communication skills.

It is not yet outstanding because

- Staff do not exploit opportunities for children to further their responsibility in everyday tasks, to aid their independence.
- Home languages are not fully embraced within the nursery, to help value linguistic diversity.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all playrooms as well as the outdoor play area.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector perused children's learning journals, assessment records and planning documentation.
- The inspector held meetings with the manager, deputy manager as well as key workers and staff.
- The inspector carried out a joint observation with a member of staff.

Inspector

Jan Healy

Full Report

Information about the setting

Heatherfield Day Nursery was registered in 2012. It operates from the ground and first floor of a detached building and has an enclosed outdoor play area. The first floor is accessed via external steps. It is registered on the Early Years Register and is situated in the Marsh area of Huddersfield in West Yorkshire. The nursery is open from 8am until 6pm throughout the year, except for bank holidays. The nursery receives funding for the provision of free early education for two- and three-year-olds. There are currently 84

children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 16 members of staff including a chef. One member of staff holds a degree in early years with 13 holding an appropriate childcare qualification at level 3. The nursery serves the local and wider communities.

What the setting needs to do to improve further

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

- encourage children to take responsibility of manageable tasks, such as helping to set the table for lunch and pouring their own drinks
- display lists of words from different home languages and invite parents to contribute to the content.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development overall. This is because staff plan exciting activities and encourage children to participate in a wide range of play, that is not only interesting but also challenges their thinking. Children initiate play for themselves, such as adding rice to a tray and describing it as 'spikey, like a hedgehog' as well as joining in with adult-led play, including the cultivating of potatoes. Staff respect the different learning styles, such as being aware that the older boys prefer to engage in outdoor play, so they ensure this area promotes all areas of learning. This includes enjoying stories read by the staff, mark making with pens and chalks as well as engaging in pretend play in the playhouse. Many spontaneous activities are relished by the children, such as sledging in the snow, whilst wearing all in one weather suits to protect them from the ice.

Older children are lively conversationalists and take great pleasure in chatting about events that are taking place at home, such as a new baby in the family. They participate in singing counting songs and rhymes and predict what might happen next when listening to a familiar story, whilst joining in with repetitive refrains. Younger children enjoy a cuddle from the staff and seek their reassurance when new to the setting.

Each child has a member of staff who acts as their key person. In partnership with parents, the staff gain much information about the children's likes, dislikes, interests and both parties work together to help identify their stage of development. Due to this

member of staff knowing the children in their care very well, this enables them to provide for their individual needs, such as supporting and extending their play. For example, when playing in the sand, a child wanted to build a model, so the staff encouraged them to add a little water until the consistency was right to enable the particles to stick together.

A wide range of toys and resources are available, which children access easily and with confidence. Staff provide both time and space to aid children to develop their ideas and extend their concentration in their chosen play. This enables children to complete tasks, such as when building a model and when creating a finger painting. They sustain their interest in the outdoor play area when exploring the sensory garden, such as when looking under tree stumps for insects. Magnifying glasses aid them to identify their bugs and they compare them to pictures in books. They enjoy weighing and measuring ingredients when baking cakes and use their senses to recognise the smell of lavender.

The contribution of the early years provision to the well-being of children

Staff are sensitive to the differing needs of the children and work closely with parents during the settling-in period, to ensure children's happiness and well-being. Close relationships are formed with strong attachments evident when younger children in particular turn to staff for comfort. They enjoy quiet times when sitting with a member of staff to complete a picture together as well as joining in with more physical play. Mealtimes are taken in two separate sittings, which works well, as both older and younger children meet up, with siblings taking this opportunity to spend time together. Staff encourage such times to be sociable occasions when children chat to their friends and learn about table manners and etiquette. However, children are not given the opportunity to help prepare snack or to pour their own drinks, which helps to further their autonomy.

Outdoor play is a regular occurrence; with the children engaging in pretend play, such as using the stepping stones as islands to avoid being eaten by sharks. They learn about the lifecycle of a frog and plant various plants and flowers. They run, hop, skip and jump as well as ride wheeled toys and take part in vigorous exercise. Plenty of opportunities are taken to make use of the local park, where children climb on static equipment. They take picnics in warm weather and take walks to the shops in their community where they purchase pumpkins during Halloween. Visitors, such as the local community police officer teach the children about their role in the community and about the importance of keeping safe. The local fire brigade allow the children to sit in their fire engine and to examine their equipment, such as helmet and hose. The local ambulance service teach the children about their role in helping the sick and injured. Such visits spark the children's interest and an abundance of imaginative play exudes.

Birthdays are celebrated with cake and party games and children participate in celebrating major festivals including Christmas and the Chinese New Year. They learn to respect each other, as staff are good role models and demonstrate kindness towards each other. Children are taught to respect each other's similarities and differences and work well together in groups. They are taught to be kind and caring towards their friends, which is evident when the older children aid the younger ones, for instance to put on their coat for outdoor play. Staff adapt routines and differentiate activities to enable all children to

participate. However, staff do not always incorporate children's home languages within their play, such as displaying words in children's first language. This means there is scope to further support children's understanding of the different languages spoken in their community.

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

Staff have a clear understanding about their role and responsibilities. Regular supervision takes place to help identify staff strengths and weaknesses, with the latter being eliminated by the seeking of suitable training. Staff work well together as they are supported effectively by the manager of the setting. They meet regularly to review and evaluate their practice, to ensure continuous improvement. Staff share an ambition to improve outcomes for children, such as reviewing routines to take account of the fact that they have children with very specific needs. They are also mindful to continue challenging older children and engage them in reviewing their activities, and choosing which ones to add to their learning journal. Planning and assessment are monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress.

Safety is a priority, therefore, staff take necessary precautions to ensure children remain safe when playing both indoors and outdoors. Children are taught about road safety during trips to the park as well as to the shops. Staff keep their knowledge and understanding up to date with regard to safeguarding by attending regular training courses. This enables staff to respond swiftly and appropriately in the event of a concern.

Staff develop good relationships with parents as well as other professionals. This helps to support staff in meeting the individual needs of the children, particularly those who require specific help. Staff encourage parents to share information about their children, which is particularly effective during the settling in stage as well as during transition from one playroom to another. Good links between the setting and home aid the children's continuous learning, as staff support parents in reading stories to their children. Good links with local schools also aid their next transition. Consequently, all children are making good progress overall and are building firm foundations to support their future learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451730
Local authority	Kirklees
Inspection number	810622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	84
Name of provider	Heatherfield Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01484 546632

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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