

Nightingales Private Day Nursery

144 New Hey Road, HUDDERSFIELD, HD3 4BZ

Inspection date

02/04/2013

Previous inspection date

04/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 have good knowledge and understanding of the Early Years Foundation Stage. They use this to ensure babies' and children's individual next steps are included in the planning of further activities. This ensures all children make good progress in all areas of their learning and development.
- Through well-planned, purposeful activities and the positive engagement of staff in children's play, children's communication skills, vocabulary and language are developing well.
- The provision is resourced with a wide of age-appropriate toys, games and activities, which children and babies can freely access. Developing their self-esteem and confidence.
- Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented.

It is not yet outstanding because

- Information received from parents with regard to what children do at home is not used to full effect by staff to link into children's development records, in order to further enhance children's development in all areas of learning.
- The procedure for monitoring staff's performance is not fully secure in completely identifying and supporting their practice and professional development on a regular basis.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff practice in each room of the nursery.
- A selection of documents, including safeguarding procedures, children's development records and planning of activities were seen by the inspector.
- Discussions were held with the owner and staff throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Nightingales Private Day Nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted premises in the Oaks area of Huddersfield. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is a fully enclosed area available for outdoor play. Out of school care is provided before and after school and during school holidays.

The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one staff is working towards a level 3. The owner/manager has a Foundation Degree in Early Years Care and Education. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 90 children on roll and of these 61 are in the early years age group.

What the setting needs to do to improve further

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

- use the information which is provided by parents, through the communication books, to link into children's development records in order to further support their progress through all areas of learning
- continue to further develop staff's performance through more regular monitoring of their practice in order to clearly identify and support their professional development.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences and skills which ensures consistency for children throughout the provision. Children's progress and development is observed and monitored well. Development records for all children are updated regularly and their individual next steps are fully included in the planning of further activities. This ensures children make good progress through all areas of learning. Detailed information is gathered from parents when children start attending which provides staff with a baseline for babies' and children's learning. Staff make their own initial observations and assessments which enable them to identify children's individual learning needs and interests. Progress checks

at age two and summaries of children's development in the three prime areas are completed and shared with parents.

Children have many opportunities to freely access a wide range of toys and resources that enhance their early literacy skills through all areas of learning. For example, papers, books and various writing implements are provided in all areas of play. Children freely participate in a wide and exciting variety of craft and imaginative activities. For example, they readily engage in painting activities and enjoy the home corner where they are able to access dressing-up clothes that include garments of various cultures and professions, such as doctors. Children clearly enjoy role play as they act out familiar scenarios, such as, homes, cafeterias, veterinary practices and offices. Through a wide range of craft activities children develop their use of different tools well, as they cut, roll and paint.

Through good staff interaction, well-planned and purposeful activities, children's communication skills and language are developing well. Activities, such as treasure baskets, provide young children with many opportunities to explore and investigate a variety of everyday objects and materials. A wide range of age-appropriate books are easily accessed by children and they have room to sit quietly and comfortably to look at these both individually and together with their peers and adults. There is a good range of books, which promote positive images of race, gender and culture. Activities, such as, cooking, role play and dressing-up ensure children are developing a deeper knowledge and understanding of the wider world. The learning environment has a wide range of displayed printed words. These help children to learn to understand that print carries meaning.

Partnerships with parents are effective. Initial information is gathered from parents when babies and children start attending about their routines, likes, dislikes, family background and their capabilities. This helps staff to quickly settle babies and children into the provision. Information is exchanged daily around children's welfare, such as, sleep times, nappy changes and food intakes. Staff share children's development records with parents which show children's good progress in their learning. The recent introduction of communication books for parents enables them to add their own observations and information about what the children are doing at home. However, staff have not made good use of the comments made by parents to link into children's development records to further support children's progress. Key persons share information with parents about how they can further support their children's learning at home. This helps with preparing children for their eventual move to school.

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

Throughout the provision babies and children are very happy and well-settled. They are confident as they engage in conversations and welcome visitors. Staff routinely offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to them as they listen to their requests, are fully aware of their individual needs, which supports secure emotional attachments. Staff attractively display children's work and photographs throughout the setting and this gives children a sense of belonging and achievement, raising their self-esteem. The provision is well-resourced with age-

appropriate toys, games and activities, which children and babies can freely access. This promotes their learning and independence well. Safety within the provision is highly monitored. Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of staff. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to the development of their independent skills and their good behaviour.

Children are provided with healthy balanced foods for lunches, teas and snacks. Food is cooked on site and mealtimes are sociable occasions with children and staff sitting together. Children demonstrate a good awareness and understanding of their own needs and personal hygiene as they follow thorough hygiene procedures with regard to hand washing before eating and after using the toilet. A wide range of equipment, both outdoors and indoors, enables children to develop their physical skills very well. They climb, ride wheeled vehicles and play ball games with ease and confidence. Babies are encouraged to feed themselves when they are able and toddlers and older children use appropriate cutlery to eat their meals. Other tools, such as, scissors, brushes, rollers and cutters used in baking, craft, construction and role play activities enhance children's physical skills.

Partnerships with parents are effective. Initial information is gathered from parents when babies and children start attending about their routines, likes, dislikes, family background and their capabilities. This helps staff to quickly settle babies and children into the provision. Information is exchanged daily around children's welfare, such as, sleep times, nappy changes and food intakes. Babies and toddlers are fully supported in their transitions within the provision. Their key person accompanies them on visits to the room they move on to and share knowledge of their individual development and progress with staff in the next area. They spend time with the babies and toddlers, building up the visits to ensure their transitions are smooth and that attachments between the child, key person and parents are made. Transitions into school education for the older children are supported well. Staff have built firm partnerships with the local school where children move on to and share what they know about the children.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, detailed policies and procedures and written risk assessments that cover all aspects of the provision, are robust and adhered to by staff. These include procedures for safeguarding children and staff. All staff have attended safeguarding training and are fully aware of the Local Safeguarding Children Board procedures. They clearly know how and who to report any concerns they may have with regard to children's welfare, including any allegations against members of staff. The detailed safeguarding policy includes a procedure to follow with regard to staff not using their personal mobile phones while on duty. This further assures children's safety and promotes their welfare.

Staff make spontaneous observations and formative assessments of children's individual learning. They use these to clearly identify children's next steps and to plan activities that extend their learning and development. Through the use of documents, such as 'Development Matters in the Early Years Foundation Stage', staff are able to pinpoint the development bands for each area of learning for all children. Management strive for excellence throughout the provision. They are supportive of staff as they drive further improvements to build on the good levels of practice. Annual appraisals are undertaken and the provider has recently implemented a new procedure for observing staff's performance. However, this process is not fully effective in identifying areas of staff practice to support their professional development. All staff are included in the provision's self-evaluation process and parents are regularly asked for their opinions and ideas through parental questionnaires. Children's ideas and suggestions are listened to by the staff and acted upon to ensure children feel appreciated. Effective partnerships have been formed with other providers and professionals, which supports children's transitions and promotes continuity in their care and learning. Children and families are well-supported ensuring families and children's individual needs well-met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY434586
Local authority	Kirklees
Inspection number	911193
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	90
Name of provider	Stercap Nurseries Ltd
Date of previous inspection	04/01/2012
Telephone number	01484 646091

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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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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