

Hipperholme & Lightcliffe Day Nurseries Limited

Field House, 256 Bradford Road, Brighouse, West Yorkshire, HD6 4BW

Inspection date	24/05/2013
Previous inspection date	04/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The culture of reflection and improvement means the nursery has an excellent capacity to improve its provision for children.
- Practitioners monitor individual children's progress. This allows practitioners to provide activities and experiences that help ensure children make good progress.
- Children's behaviour throughout the nursery is very good. This is because the practitioners are good role models and children have very strong supportive relationships with their key practitioners.

It is not yet outstanding because

- Some resources are not organised for children to easily access themselves. This means they do not have many opportunities to independently explore and use media and materials for their own projects and designs.
- Occasionally practitioners do not encourage children's communication because they use too many questions that require only one answer and do not respond to babies' vocalisations by copying their sounds in a turn-taking 'conversation'.
- The system of monitoring children's attainment is not robust enough to easily identify groups of children who are making less progress than others. This means it is difficult for management to identify targets for improvement specific to the nursery.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the setting and discussed with the manager how the setting operates.
- The inspector observed practice both indoors and outdoors throughout the day.
- The inspector conducted a joint observation with one of the directors.
- The inspector talked to children, practitioners, the cook and managers throughout the inspection.
- The inspector looked at a range of documents including a sample of accident and incident forms and children's learning records.

Inspector

Caroline Midgley

Full Report

Information about the setting

Hipperholme and Lightcliffe Day Nurseries Limited was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in modern adapted premises in Brighouse, and is managed by private company. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 34 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status and one with Qualified Teacher Status.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 210 children on roll, 192 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make resources more accessible for children to easily access themselves, to allow them more opportunities to independently explore and use media and materials for their own projects and designs
- encourage all practitioners to encourage children's communication and language by using more discussion and less questions that require only one answer, and responding to babies' babbling by copying their sounds in a turn-taking 'conversation'
- monitor children's attainment across the whole nursery to identify groups of children who are making less progress than others, and use this information to identify targets for improvement specific to the nursery.

Inspection judgements

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

Practitioners are familiar with the Statutory framework for the Early Years Foundation Stage and ensure they provide activities and resources to promote all areas of learning

and development. Practitioners obtain details from parents on registration about each child's individual needs and starting points. This helps them plan suitable activities for children. Practitioners make regular observations of children's achievements and record these on a tracking sheet. They also provide a progress check at age two years. Practitioners provide activities to promote all areas of learning and they plan for individual children's developmental stages and interests.

Practitioners understand that children learn as they play and explore. There is a rich, varied and imaginative indoor environment which supports all areas of learning, and the management are currently developing the outdoor environment to provide a good range of learning opportunities. Children are engaged and motivated. The indoor environment is generally well organised and resourced. This supports children to make good progress towards the early learning goals. For example, two children use a computer program which involves recognising shapes and words. They are engrossed and motivated and although they are independently learning, a practitioner is on hand to sensitively support them to extend their learning when required. This helps children learn about and practice using information technology. In this way children are learning important skills that will form a firm basis for their future education.

Practitioners encourage children to use all their senses to explore their environment. For example, they provide a range of interesting items in a treasure basket for babies to explore and investigate, and provide an interesting mix of flour and water for them to squeeze and mould. Practitioners teach children mathematics effectively using a good range of resources, planned activities and routines. Children develop their creativity and learn to think by developing their own ideas, making links and choosing ways to approach tasks. For example, a practitioner supports children as they construct a marble run. However, there are not many opportunities for children to explore and experiment with creative media, such as paint, or return to projects, practise techniques and extend their ideas in their own projects.

Most practitioners communicate well with children in order to extend their communication and language skills and encourage them -to think and explain. The room leader for the older preschool children provides effective activities to extend language and communication skills of children who are not making expected progress in this area of development. This means gaps in level of development between children reduce, and all children make good progress. However, occasionally, some practitioners are not as effective. For example, they sometimes use too many questions with only one answer, and some practitioners do not respond to babies' vocalisations by copying their sounds in a turn-taking 'conversation'.

Practitioners plan activities and experiences for children based on observations of what they like doing. The detailed observation and reporting system helps practitioners to keep parents informed about their child's learning, because they can look at the children's files on request. They also have the opportunity to attend parents' meetings every six months. This means parents and the nursery can work closely together to ensure children make good progress in their learning and development. It also means parents and practitioners can quickly identify and provide any additional support children may require. The nursery

successfully works with a range of other professionals to provide for children with special educational needs and/or disabilities and to progress their learning.

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

Children's behaviour throughout the nursery is very good. They share well and pass each other resources. This is because the practitioners are good role models. Children have very strong supportive relationships with their key practitioners. This means they are confident and have a high sense of well-being. Children with special educational needs and/or disabilities are supported well. The practitioners skilfully support children's transitions, both within the nursery and to school. Parents are actively involved in this process and fill in detailed information before children start at the setting. The nursery continues to exchange information with parents on a daily basis. Babies develop strong attachments with their key practitioner.

The indoor environment is generally well organised and safe, and mostly offers a wealth of opportunities for children to learn and develop independently. The sensory room provides an interesting environment with lights and soft play where children can relax. However, some resources are not easily accessible for children to access themselves. This means they do not have a wealth of opportunities to explore and use media and materials for their own projects and designs. They do not have many opportunities to imagine and develop their projects and ideas while they are still fresh in their minds and important to them, for example, by mixing colours, joining things together and combining materials. Older children do not have space to store models and works for a period of time for them to enjoy, develop, or refer to later.

Practitioners ensure all children have daily opportunities to get fresh air and exercise. The outdoor space is in the process of being updated to allow children further opportunities to explore, investigate and learn to take responsibility for their own safety. The nursery provides children with healthy food, which the older children serve themselves. This helps them develop independence in self-care, and allows them to express their food preferences and develop an understanding of appropriate portion size. Robust systems ensure children with special dietary requirements have appropriate food in accordance with information obtained from parents.

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

The practitioners are led by a highly committed manager and by other senior practitioners. The senior practitioners are well qualified and provide support and guidance to other practitioners and trainees. They, in turn, are led by the directors, who place great emphasis on working towards excellence. The directors encourage practitioners to continue their education. They intend that the majority of their practitioners will have achieved graduate status within the next few years. A director provides regular whole-staff training, including annual three-day training. In addition, he has committed to monthly training in the near future from a specialist early years organisation, in order to further increase the quality of his provision. This culture of constant reflection and improvement

means the nursery has an excellent capacity to improve its provision for children.

Children's progress is monitored closely by each child's key person and the room leaders. This means they can provide activities to ensure children make good progress towards the early learning goals. The senior management team oversees the quality of provision and assessment in each of the rooms. The manager also monitors practitioners' work on a daily basis. She reinforces good practice and makes suggestions for further improvements to enable them to improve the way they work with children. However, the system of monitoring children's attainment is not robust enough to easily identify groups of children who are making less progress than others. Nor is it possible to identify aspects of learning and development which are less well promoted by the nursery. This means, although the nursery is working towards a national accreditation award, it is difficult for management to identify targets for improvement specific to the nursery and to children's progress towards the early learning goals.

The nursery works very closely with a wide range of other agencies, for example, specialist teachers, to provide extra support for children with special educational needs and/or disabilities. Parents are also encouraged to be actively involved with the children's learning in a variety of ways. The nursery communicates with parents in a range of ways, including social media. Posters, notes, information boards and leaflets are informative and encourage parents to extend children's learning at home. Parents are also encouraged to contribute to their children's assessments.

Directors monitor the way practitioners carry out children's observations and assessments, and monitor the quality of teaching, for the most part, well. The company gives high priority to the safety of children. Practitioner recruitment processes, induction, supervision and support for all practitioners are effective. Practitioners do not work unsupervised until references are obtained. Effective practitioner training helps ensure practitioners can recognise and know how to react when children may be suffering abuse. This helps keep children safe. They also know what to do should an allegation be made about a member of staff. There are comprehensive risk assessments which are checked daily.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY401758
Local authority	Calderdale
Inspection number	914427
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	145
Number of children on roll	210
Name of provider	Hipperholme & Lightcliffe Day Nurseries
Date of previous inspection	04/10/2010
Telephone number	01484 711 015

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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.

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