

Honley Day Care & Pre-Preparatory School

Honley Day Care & Pre Prep School, Queens Square, Huddersfield Road, Honley, HOLMFIRTH, HD9 6QZ

Inspection date	15/04/2013
Previous inspection date	29/09/2011

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	2
The contribution of the early years provision to the well-being of children	1	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

- Children are settled and feel secure. Staff manage changes and transitions very well to ensure children continue to be supported by familiar adults and their key person.
- Staff have a confident awareness of safeguarding procedures and their individual roles and responsibilities, helping to keep children safe.
- Staff make good use of daily routines and activities to increase children's language and literacy development, and awareness of numbers.
- The manager effectively develops the staff team through monitoring and evaluation. This enables the management team to bring about changes to improve the provision for children.

It is not yet outstanding because

- There is scope to extend opportunities for children who are learning English as an additional language, to use their home language at 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 toured the premises of the nursery and pre-preparatory school.
- The inspector observed activities across the setting.
- The inspector carried out tracking of two children throughout the inspection.
- The inspector looked at relevant documentation and held a meeting with the manager.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Honley Day care and Pre-Preparatory school was registered in 2010. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Honley area of Huddersfield, and is managed by Carlin Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there are fully enclosed areas available for outdoor play. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status and one with Qualified Teacher Status.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 106 children attending who are in the early years age group. The nursery provides funded early education for two-, three-, and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- provide more extensive opportunities for children who learn English as an additional language, to express themselves in their home language.

Inspection judgements

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

Throughout all areas of the nursery children settle quickly and enjoy their play and activities. Children are interested and keen to learn and benefit from being able to make choices. For example, they can move freely between indoor and outdoor areas throughout the day. Key persons have a good understanding of children's learning needs. Staff use information provided by parents, alongside their own observations, to effectively monitor children's progress and plan for the next steps in their learning. Summary assessments, along with the progress check at age two, are completed to identify the stage children are at in their learning. Activities provide children with a broad range of experiences that promote their learning in all areas. This means that children receive the support they need to be ready for the next stage in their learning.

Staff are fully involved as children play, increasing children's learning through their

involvement. Staff make the most of everyday routines and situations to extend children's learning, particularly with regards to their language and mathematical development. For example, as older children prepare to go in for lunch, the children complete a head count and see how many are attending today. Younger children count through action songs and are keen to copy the staff as they sing and use props to support their counting. Older children have lots of good opportunities to develop their writing and literacy skills. For example, they sit and explain what they have been doing whilst on their holiday and the teacher writes a sentence and children copy this with extreme confidence. Children recognise their own names and different words and write them independently. Younger children enjoy playing outside, where they pretend to wash the bicycles and take turns at the 'car wash'; they wring out the cloths and wipe them showing the staff how clean they are now. This helps to promote their imagination and communication skills, along with their self-esteem as they express their pride in how shiny the bicycles are. Children of all ages get opportunities to develop their expressive arts, as they help to make the dough, choose what colour they will have and take turns to stir it. Once the dough is ready children confidently use the tools provided and make different shapes with cutters. Older children explain how their dough is 'red' like apples and try to cut out circles to create their own. Staff extend the activity, explaining how apples are good for you and discuss different colours you can get. This activity ensures children learn about self-care as well as developing their recognition of colours and shapes.

Staff take time to listen to what children have to say, and respond positively to their babbling, chatter and older children's conversation. This helps to promote communication and language. Staff encourage children who have English as a second language to repeat words, to help to develop their use and understanding of English. However, staff do not provide extensive opportunities to encourage children to use their home language in the nursery, to help children feel that their language is fully valued and important.

Detailed information is provided for parents about how their child is progressing and how they can support this further at home. Daily information sheets provide valuable information about routines and activities. Parents frequently meet with key persons to share children's learning folders. Staff share assessments, along with children's identified next steps, with parent's termly reports. Newsletters, information sheets and posters on the noticeboards provide good details of current and future activities. This keeps parents fully involved and gives them ideas of how they can continue to support children's learning at home. Staff value the information they receive from parents about children's development, which helps them to establish a clear picture of children's all-round development both at home and the nursery. For example, in the pre-preparatory room, children show the teacher the reports that their parents have completed about what they have been doing at home.

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

The nursery and pre-preparatory environment is bright and welcoming for children to enter into. It has lots of lovely displays of children's own art work and children are provided with named pegs and drawers for their belongings. This gives children a strong sense of belonging and pride in their own achievements. The outdoor areas are easily

accessible from both toddler and baby suites, which children access throughout the day and enjoy a good range of experiences outdoors as well as inside. Older children also access a separate outside area, where they run around, ride on bicycles and play games together throughout the day. This ensures that all children receive daily exercise and plenty of fresh air.

An assigned key person system ensures staff spend time interacting with the children and getting to know them and their parents, through settling in periods which are flexible. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. The whole of the nursery, including the pre-preparatory school, has a good transition policy and procedure in place. When children are moving on to a new room in nursery and also to the pre-preparatory school, children and parents complete settling in periods to meet their new key persons and summary reports are completed. When children are getting ready for school, teachers are invited into the setting to meet the children and learning records are shared. This ensures good continuity of care and education.

Following a serious accident involving a child the setting have reviewed safety and security within all areas of the nursery. Risk assessments are completed and more effective in highlighting potential risks to children. Use of documentation helps to support children's safety and welfare. For example, regular monitoring of accident reports helps to identify any recurring issues. Children learn about staying safe within the setting through the regular practising of fire drills and the tidying of toys, before accessing more.

All children in the nursery and pre-preparatory school behave well. Staff's gentle, yet firm approach with children set them good examples on which to model their behaviour. Staff also give children lots of positive praise, such as when children complete an activity. Children of all ages are responsive to the staff and they are learning right from wrong. For example, they are encouraged to pass the snack around their friends and to remember their manners. This helps to ensure that children behave in a positive manner.

Children learn about a healthy lifestyle, through being provided with a broad range of nutritious snacks and meals, all prepared on the premises. For example, snacks of fruit, raw vegetables and home-made biscuits, along with drinks of milk and water, are to hand throughout the day. Children of all ages have a good understanding of the importance of self-care, as they independently wash their hands before snack, mealtimes and after going to the toilet. There are lots of posters containing information about the importance of washing hands and healthy eating around the setting, for children. Babies and younger children have their own clearly labelled cups accessible to them. This helps to prevent cross-infection and promotes children's understanding of good hygiene positively.

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

Leadership and management throughout the setting is strong and there are signs of outstanding practice, however, this judgment has been affected by a recent serious incident. Notwithstanding that, staff have a good knowledge and understanding of the

signs and symptoms to look for, should they have any safeguarding concerns. There is a well written policy and procedure to follow, which staff are made aware of and this includes the role of the manager and deputy who takes the lead responsibility for safeguarding. The recruitment procedure is clear and fully established and all staff are properly vetted and cleared through a system, which includes a thorough induction and probation period.

Staff work very effectively as a team and they are supported well to understand their roles and responsibilities. For example, regular reviews of policies at staff meetings, help to recognise the importance of procedures for safeguarding and risk assessments. A recent incident where a child sustained a serious injury, required Ofsted to issue a welfare requirement notice relating to ensuring effective staff deployment so that children are supervised at all times, particularly when playing outside and ensuring that the premises are safe for children to use, with particular reference to the blue railings in the outdoor play area. Following the visit by Ofsted the provider took action to manage children's safety by reviewing staff deployment in the outdoor area, providing extra training for staff with regards to supervising children when playing outdoors and making sure that the metal railings and wooden picket fence no longer pose a hazard to children. The inspection found that the provider was complying with these requirements and has made significant improvements since the incident. As a result, children's safety is promoted.

Induction, supervision and appraisals are effective tools that the leadership team use to support staff and ensure that they have the opportunities for continual professional development and further training. Staff ensure that all planning is completed daily and is adapted to meet all children's interests and needs. Any additional needs are identified and addressed. This ensures all children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager and staff team demonstrate a good capacity to maintain continuous improvement. They are in the process of updating and reviewing their process of self-evaluation and have a clear understanding of their strengths and weaknesses. Self-evaluation includes comments from parents and children's views are taken on board. For example, staff observe and evaluate the activities and also ask parents to complete regular information sheets about their own children's interests. This helps to further assist in identifying areas for future development. The staff team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

Staff within the nursery and preparatory school have a very well-established partnership with parents; the manager ensures that settling in periods meet with parental needs. Staff make parents feel welcome in the setting and provide daily feedback, in addition to regular open evenings and newsletters, so that parents are continually involved in their children's welfare and learning. Parents also complete regular questionnaires, where their comments are very positive. They remark how happy they are with the provision and how well informed they are of their children's development. There are good procedures in place for working alongside outside agencies in a confidential manner and with parental permission, for example, speech therapists and occupational therapists. This ensures good continuity of care for all children.

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
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	EY427025
Local authority	Kirklees
Inspection number	909179
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	106
Name of provider	Carlin Nurseries Limited
Date of previous inspection	29/09/2011
Telephone number	01484 667300

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

