

Willow House Nursery and Holiday Club

Colne Rd, HUDDERSFIELD, West Yorkshire, HD1 3AY

Inspection date	07/08/2013
Previous inspection date	06/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are safeguarded because all staff demonstrate a sound knowledge and understanding of their roles and responsibilities for child protection.
- All children access a well-resourced play and learning environment, both inside and outdoors, which promotes their independence, good health and decision-making skills.
- Children and babies are happy, confident and well-cared for because they have formed positive relationships with staff.

It is not yet good because

- Monitoring of children's assessment is not consistently rigorous. This results in learning experiences that are not fully matched to children's individual interests, needs and stage of development.
- Practitioner's supervisions lack occasion to address under performance, which does not provide a sharply focused evaluation of practice to benefit children.
- Opportunities for all parents to contribute to the ongoing assessments of children's development are not fully utilised to benefit children's learning.

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 held meetings with the manager, deputy manager and a committee member.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector observed activities and care practices inside and outside. She also completed a joint observation with the manager.
- The inspector looked at relevant documentation including qualifications of staff, risk assessments, policies and the setting's self-evaluation form.

Inspector

Jane Tucker

Full Report

Information about the setting

Willow House Nursery and Holiday Club is run by Broadoak Children's Nursery Association, which is a registered charity and a limited company, and is managed by a voluntary management committee. The setting was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built, single-storey premises close to Huddersfield town centre. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, two with appropriate early years qualifications at level 2, one member of staff is unqualified, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 45 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 meet the requirements of the Early Years Foundation Stage the provider must:

- enhance the monitoring of planning and assessment to ensure that it is more rigorous in identifying all circumstances where intervention, additional support and challenge may be required to promote and progress individual children's learning and development
- ensure practitioner's supervisions are carried out to secure opportunities for professional development so that practitioner's knowledge of all educational programmes within the Statutory framework for the Early Years Foundation Stage is monitored.

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

- promote an ongoing dialogue or sharing of regular two-way observations on learning with all parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

Children are happy, secure, settled and familiar in the routines of the nursery. Practitioners know children well and consequently, children build warm and positive relationships with their key person and other staff. Practitioners have a sound understanding of how children learn and play, and as a result, they make satisfactory progress in their learning and development. However, recent changes in the methods used to observe and assess children's progress have not yet been fully embedded. For example, practitioners conduct regular observations and assessment on children, but there is some inconsistency across the pre-school with regard to frequency, accuracy and how informative these are. Where practitioners are supporting individual children in achieving their next steps in learning, the specific areas for development are not always clearly identified or carried through to the weekly planning of activities. This impedes the early identification of children who may need additional support. Assessments carried out for other children reflect their stages and abilities appropriately. 'Progress checks at age two' are carried out for children within this age range and are shared with parents.

Parents are provided with daily updates about their children's progress and activities they have taken part in. Stay and play sessions are organised to encourage parents to participate in activities, and take an active role in their children's learning. Parents are generally included in their children's learning. For example, they share information about their child's care needs and interests. However, other opportunities to actively involve parents in their children's learning and development, such as contributing their views about their child's learning and development is variable. Subsequently, children's learning potential is reduced. Good relationships have been formed with teachers from the local schools and visits are arranged so teachers can observe children in the nursery environment. This ensures children are appropriately supported and prepared for their transition in to school.

Children's imagination is successfully promoted and children engage in role play using a range of real-life resources. For example, children use hairdryers, combs and brushes to pretend they are at the hairdressers. Other children dress up as 'builders' and wear safety helmets, ear defenders, safety glasses and high visibility vests. Children are provided with opportunities to make marks and express their creativity through a number of resources and activities. For example, children use rakes to make lines and letters in the sand, and experiment with textures as they paint, glue and stick. Children learn about the wider world and its diversity, as they discuss the religious festival of Eid and make cards for their family and friends. Children are gaining confidence in their mathematical language and in recognising numbers. For example, a child who parks their bike in parking bay number two, recognises the number two. In addition, practitioners support the use of mathematical language, using words, such as 'half full' or 'full'.

Children are becoming effective communicators because practitioners engage them in appropriate conversations, which develop their language skills. Children learn to listen to their favourite stories and rhymes, joining in with particular aspects. For example, babies

repeat words, such as 'quack' and 'baa' and older children, imitate reading themselves, remembering text from a familiar story. A good range of age-appropriate books are available to all children and when practitioners read to them, they encourage children to predict what might happen next or complete the sentence. This appropriately supports their future learning and prepares them for their next stage of learning, such as moving on to school.

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

Children in the nursery demonstrate that they feel secure and safe as they independently explore their environment. Well-established care practices ensure children settle quickly, are happy and enjoy their time at the setting. For example, practitioners in the baby room tune in sensitively to babies' needs, and they provide warm, loving care which helps to build attachment and security. All children are assigned a key person who supports children and their parents, sharing and exchanging appropriate information. As a result, children develop self-awareness, a sense of belonging and feel confident to explore their environment.

Practitioners act as positive role models in the nursery. They are polite to each other and work well as a team. As a result, children behave well and play cooperatively with their friends. Toddlers are well-prepared for moving into pre-school because they have regular contact with older children during outdoor play. Children's relationships are strong and they are learning to tolerate and respect each other. Children are provided with opportunities to play in the well-equipped outdoor area to promote their physical development. For example, children enjoy a game of hide and seek where they have opportunities to tackle a range of levels including hilly and flat grounds, cobbles, asphalt and wooden areas. During this activity children learn to take risks in a safe environment. For example, they negotiate other children, obstacles and equipment, making sure to move things out of the way so they do not fall or trip.

Children understand the importance of good hygiene practices and independently wash their hands after activities and toileting, and before lunch and snack. Babies have access to low-level sinks in their room, and they are supported by practitioners to learn about early self-care. Children's understanding of healthy eating is effectively promoted by the provision of fresh drinking water, milk, healthy snacks which include fruit, and freshly prepared meals, which include vegetables. Children also grow their own vegetables, such as, broad beans which they harvest, cook and eat in the nursery. Hot meals are prepared daily taking into account any specific dietary needs and allergies. Older children are observed independently serving their food, getting their own drinks, and eating lunch together with their friends.

Children are provided with appropriate support to prepare them for their transition to school and there is an established relationship between local schools and nursery. Transition documents are completed for each child, which provides an overview of children's progress in each area of learning. Parents are also provided with opportunities to contribute to this summary, prior to the documents being sent to local schools. This

positive relationship gives children confidence as they make the move to school.

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

The managers in the nursery show an effective understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The setting is securely maintained and there are risk assessments in place, which are regularly reviewed, to ensure potential hazards are identified and minimised. All rooms are accessed using a security fob system, which ensures children are kept safe from harm. All visitors are recorded in the visitor book and signed in and out of the building. Appropriate safety measures are in place and these include daily checks of the outdoor area, and of toys and equipment to ensure nothing is broken or damaged. Fire evacuation procedures are displayed, and fire drills take place. Policies and procedures are clearly understood by staff and shared with parents.

The majority of staff holds current paediatric first-aid certificates, to protect children's health and safety. There are effective systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Proficient recruitment procedures ensure staff are suitable to work with children, and the manager and management committee interview prospective members of staff to ensure their suitability. Good induction procedures help staff to form the basis of their understanding of their roles and responsibilities in the setting. Yearly appraisals are carried out together with monthly supervisions which identify any training needs. However, supervisions are not robust enough to effectively address underperformance and identify solutions to improve individual personal performance. Consequently, practitioner's professional knowledge and understanding of all areas of children's learning is not effectively monitored.

The managers have a satisfactory understanding of their role in meeting the learning and development requirements, including the extent to which they monitor the planning and delivery of the educational programmes. However, they are not yet robust enough to effectively track children's progress and monitor the educational programmes, to ensure all children are making progress. Recent changes have been made to the monitoring of planning, assessment and educational programmes. Nevertheless, this has not been effectively implemented throughout the nursery. Managers are keen to embed this so that there is a better overview of the educational programmes and children's progress can be effectively monitored. There is a suitable programme of training available to practitioners which are usually provided by the local authority. For example, one member of staff had recently attended 'active learning in the early years' and the special educational needs coordinator had attended recent, relevant training for this role. Through self-evaluation the managers, management committee and practitioners identify areas of strengths and weakness. Parents are provided with opportunities to contribute to the self-evaluation, although, the majority of input comes from practitioners and managers. Practitioners work in partnership with parents, and as a result, children are respected in line with their beliefs and backgrounds, which promote the inclusion of all children.

The Childcare Register

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

The requirements for the voluntary 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	311267
Local authority	Kirklees
Inspection number	876877
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	45
Name of provider	Broadoak Children's Nursery Association
Date of previous inspection	06/06/2011
Telephone number	01484 542613

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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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