

Hipperholme & Lightcliffe Day Nurseries Limited

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

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| Inspection date | 03/12/2013 |
| Previous inspection date | 24/05/2013 |

| 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 | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent understanding of how children learn and can confidently discuss how learning opportunities and activities support children's progress. Consequently, children make rapid progress from their starting points.
- Staff and management know all children exceptionally well. As a result, all children are treated as individuals and their learning is tailored to ensure they reach their potential.
- Children are extremely confident and show high levels of self-esteem. This is because staff give high priority to creating very strong bonds and attachments with children and their families.
- An excellent programme of staff development has been implemented by the management team. Consequently, staff are constantly seeking to improve their already outstanding practice.
- Children are kept exceptionally safe and secure in the setting because staff fully understand the importance of safeguarding children and what their roles and responsibilities entail.

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 observed children in the five base rooms and in the outdoor area.
- The inspector completed a joint observation with one of the providers of the setting.
- The inspector held discussions with the providers, staff and two parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, inductions, accident records and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parental contributions in children's development files and parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

Hipperholme and Lightcliffe Day Nurseries Limited was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the Brighouse area of West Yorkshire and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 33 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional Status and a further member of staff with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm and children attend for a variety of sessions. There are currently 201 children on roll, of whom 175 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- sharpen the lunchtime experience for older children by reducing the time they are sat at the table.

Inspection judgements

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

Children are making rapid progress in their learning and development because staff have a thorough understanding of how children learn and develop. Staff know the different ways in which children effectively learn, and confidently discuss the benefits each learning opportunity has on individual children's development. Staff carefully plan activities to meet children's needs and introduce resources to extend their play. For example, children explore cornflour and staff add glitter and polar animals to further extend children's current interest in the cold weather and Christmas. Staff ask open-ended questions to promote thinking and conversational skills, and are always thinking of ways to enhance children's learning. Children's concentration skills and engagement are superb, with children engrossed for sustained periods of time developing their ideas and exploration with adult support. Children's next steps in their learning are consistently planned to challenge their learning, and staff continually track children's progress. Tracking is precise and rigorous and supports all children to make exceptional progress from their starting points.

Children are regularly observed and their individual learning needs are appreciated and

respected by staff. All children are treated as individuals and staff know each child very well. Staff listen to children and encourage them to try new ideas. For example, children experiment with pipettes in the water play and staff role model how to suck up water and squeeze it out. Children are fascinated at how this works and practise the skill for themselves. Children are encouraged to try things for themselves and this in turn strengthens their self-esteem and confidence. Staff understand the importance of offering children high quality experiences in order to support children to reach their potential.

Staff completely understand the importance of involving parents in children's learning and development. Staff work with parents to contribute to children's development files, with photographs and details of children's experiences at home. This means that children's interests and experiences are incorporated into the life of the setting. Parents are supported to understand how to further their child's learning at home and show enthusiasm when children choose new books from the lending library to take home and share with the family. This supports children to enjoy books and listen to stories, developing their concentration skills in preparation for school. In addition, children are becoming independent as they choose activities in which they would like to participate and listen to simple instructions given by staff. These skills gained by children contribute to the skills necessary to excel at school.

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

Children are extremely confident and explore their environments with purpose. This is because they have created very strong bonds with staff and feel very safe and secure. As a result, children's self-esteem is high and they use staff as a secure base in which to return to if they require support or comfort. Children talk about their 'special' staff and how they enjoy coming to the setting, beaming with smiles as they prepare for their day. Parents are extremely complimentary about the care staff give to children and the way in which staff give detailed feedback regarding children's routines and what they have enjoyed doing during the day. The reception area is used by parents and staff at drop-off and collection times to discuss each child's day. This procedure has been introduced because staff understand that having people in and out of rooms collecting their children often upsets other children. This shows children's emotional well-being is at the heart of the setting and staff are sensitive to their feelings. Staff fully understand the importance of creating strong bonds with parents in order to fully support all aspects of children's care. Staff follow children's individual routines with precision and liaise with parents about changes in routines and how children are feeling, in order for care routines and children's needs to be continuously well met when they leave for home.

Children thoroughly enjoy a range of healthy and nutritious meals and snacks. They are keen to try new foods and encourage each other to eat fruit and vegetables. Staff are deployed well at mealtimes to support children to learn social skills. However, on occasion, older children sit for prolonged periods at the table and begin to lose their concentration and excellent social skills. Children are further learning about healthy lifestyles as they access the outdoors in all weathers. They are appropriately clothed and encouraged by staff to explore the outside area, developing their physical skills. Children show high levels of confidence during activities and are able to self-select resources to develop their

throwing, catching and large muscle movements. Staff are quick to tend to children's needs and support them to exercise and develop their self-control through challenging and stimulating activities. For example, children giggle as they play ring games while other children practise balancing with deep levels of concentration. Staff are close by to support children while encouraging them to learn about taking calculated risks in their play. This supports children to gain vital skills and prepare and for their next stage of learning.

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

Safeguarding is of paramount importance throughout the setting. Staff have a robust knowledge and understanding of how to keep children safe, and all staff have had comprehensive safeguarding training. Staff are aware of where to access information should they be concerned about a child's welfare, and they know who the setting's safeguarding officer is and the officer's role and responsibilities. All staff are subject to a rigorous recruitment and induction procedure and are vetted to ensure they are suitable to work with children. Furthermore, staff ensure that visitors are accompanied in the setting and no unauthorised access is permitted to any of the children's rooms. Parents are extremely pleased that no parents or visitors can access the children's rooms throughout the day and they feel children are kept exceptionally safe. The policy for dropping off and collecting children in the reception area is praised by all. Staffing is carefully planned to ensure ratios are adhered to at all times and the management team are supernumery should staff need ratios covering in rooms while they talk to parents. The premises are secure with keypad entry and are regularly risk assessed to ensure all potential risks to children are minimised. Parents are promptly informed of any accidents that occur and the management team analyse accident records to closely evaluate the provision, making any changes required rapidly if necessary.

The way in which teaching and learning is monitored by the management team is inspirational. All staff are supported exceptionally well through monthly supervision meetings and individual improvement plans. Staff are grateful for the level of support given by management as they always know what they are focusing on to ensure their already outstanding teaching is consolidated and built upon. The management team observe staff practice and work with them to develop certain aspects, which will bring maximum benefit to children. Saturday workshops are held on a monthly basis by the management team and different subjects are focused on. These workshops focus staff's understanding and broaden their wealth of knowledge. There are a wide range of staff qualifications within the setting, and although many staff are unqualified, the level of coaching and monitoring means all staff deliver outstanding quality teaching to children. In addition, outstanding staff are empowered to take on additional responsibilities, such as mentoring less-experienced staff and those staff undertaking new training courses. Letters of appreciation are sent to staff from the management team for their commitment and professionalism. This shows an excellent commitment to improvement and developing the staff team.

Partnerships with parents are exemplary because all staff are truly committed to getting to know families and meeting their individual needs. Some parents travel from the other side

of the city to bring their children to the setting, and highly praise the approachable staff and comment on how safe they feel their children are in the setting. Parents are fully included in the life of the setting and are kept up to date via daily liaison with their child's key person, newsletters and social media sites. Comprehensive parent questionnaires are conducted and compiled, with any suggestions taken seriously and improvements made. For example, the organisation of the car park has been changed on parents' request and Saturday open mornings have been introduced to share children's learning and experiences. This shows a great commitment in listening to the voices of parents and acting accordingly. Partnerships with other professionals are also extremely secure. For example, staff liaise with other settings to share children's learning and ensure it is consolidated between the settings, and multi-agencies are consulted and invited into the setting to support children when necessary. This means all children are supported in every possible way to reach their potential.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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| Unique reference number | EY401758 |
| Local authority | Calderdale |
| Inspection number | 941269 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 125 |
| Number of children on roll | 201 |
| Name of provider | Hipperholme & Lightcliffe Day Nurseries |
| Date of previous inspection | 24/05/2013 |
| 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.

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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