

Willow House Nursery and Holiday Club

Colne Road, HUDDERSFIELD, West Yorkshire, HD1 3AY

Inspection date	29/11/2013
Previous inspection date	07/08/2013

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		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

- Teaching is good as staff are skilled at following children's interests and facilitating their ideas. As a result, children and babies are continually absorbed in purposeful play and make good progress.
- Children are happy and settled as they develop very warm and trusting relationships with their key person and other nursery staff.
- Children's independence and self-care skills are promoted well because staff give clear guidance and encourage children to do things for themselves.
- Children are protected from harm as the management and staff understand and effectively meet the safeguarding and welfare requirements.

It is not yet outstanding because

- There is scope to improve children's access to resources and tools that enable them to develop techniques to shape, assemble and join different materials together.

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 spoke with management, staff, children and parents.
- The inspector observed a variety of activities indoors and outdoors.
- The inspector observed a range of documentation, including policies and procedures, medication records, registers and staff rotas.
- The manager and the inspector carried out a joint observation.

Inspector

Helene Terry

Full report

Information about the setting

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

The nursery employs 14 members of staff, all of whom hold appropriate early years qualifications at level 2 or above. One member of the team is working towards Early Years Teacher 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 60 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 opportunities for children to freely access tools and resources that enable them to create, assemble and join materials together, such as collage materials, boxes, glue, tape, staplers and hole punchers.

Inspection judgements

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

Staff enable all children to make good progress in their learning. They provide a variety of stimulating activities and they have an in depth knowledge of the children in their care. They are therefore able to extend each child's learning according to their level of development and individual needs. They support children during play activities by extending children's thinking and introducing new ideas and vocabulary. Staff ask appropriate questions that enable children to solve problems and find solutions. For example, as pre-school children work together to complete a large jigsaw staff help them plan how to approach the task. They consider where the sky should be and examine each piece before attempting to place it on the table. Staff ask questions, such as 'I wonder what this piece could be?' as they demonstrate the thinking process. Staff introduce phonics and mathematical language into the activity as they talk about the different sea creatures on the jigsaw. They state that 'this creature is smaller than a whale and it

begins with a 'D'. Children respond confidently with 'it's a dolphin'. Children are encouraged to keep trying when they find something difficult and then are praised when they experience success. This boosts their self-esteem and confidence very well.

Staff motivate children well, therefore children participate in the activities and learn from their experiences. As a result, children are developing good skills for their future learning in readiness for school. There is a good balance of adult-led and child-initiated experiences both indoors and outdoors where children can learn and practise new skills. For example, outdoors the babies show delight as they climb the slide and slither down the chute. Staff talk with the babies constantly about what they are doing so that babies learn to link words to actions. Babies understand and follow simple commands, such as 'shall we use the steps?'. Consequently they develop good language skills. Furthermore, positional language, such as 'the top and bottom of the slide' is used to foster children's mathematical development. Children are provided with lots of opportunities to take part in creative activities. They role play in the home corner making sandwiches for the staff; they paint at the easels and make pictures using paper and glue. However, there are fewer opportunities for pre-school children to freely access tools and resources that enable them to create, assemble and join materials together, such as collage materials, boxes, glue, tape and staplers. Staff develop children's characteristics of learning well. They are patient and give time for toddlers to practise using the scissors to cut out pictures from catalogues and decide on the colour of glue that they wish to use to stick their cuttings to paper. Children are engrossed in the activity and pay attention to detail as they cut out small items and use fine finger movements to stick their clippings. Staff take every opportunity to develop children's experience and vocabulary. They read books with the children enthusiastically and babies show delight as they sing and dance to their favourite songs and rhymes.

Staff observe and assess all children regularly. They plan next steps and update individual developmental folders, which are shared with parents at the termly 'stay and play' sessions. Staff link with parents from the start to gather detailed information about their key children's routines, preferences and interests. This enables them to provide experiences geared towards children's individual learning. Children with English as an additional language and those with additional needs are supported well to help them make best progress. Words in children's home language are obtained from parents to support children in the nursery and staff have attended a sign language course to assist in developing communication. Children with additional needs are quickly identified and staff work with individual educational plans to support those children in maximising their progress.

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

The key person system supports children's well-being effectively. Staff know children very well and have warm and caring relationships with them. A gradual settling-in period is used for all children to ensure that they separate from their parents/carers confidently. As children move between the rooms within the nursery staff share children's developmental information to ensure the needs of the children are fully met. Children develop very strong independence skills through the support and encouragement shown by staff. For example,

babies throw tissues in the bin and attempt to take off their coats. Pre-school children serve their own meals, fill their own water bottles and find their name labels. In addition four-year-olds are able to recognise the name labels of the other children. Children show a great respect for their peers and staff, when they support each other and offer help. They show delight in each other's company, smiling when others enter the room. Children are very happy, content and at ease in the nursery due to the staff team's cohesive nature and the friendly, welcoming atmosphere. Key persons work closely with parents to ensure all children's needs are known and met. Behaviour in the nursery is very good. Staff try to ensure that the children are well settled and happy. They learn about their emotions through a variety of activities, such as puppets and they draw and observe facial expressions when they look in the mirror. Staff are positive role models, gently reminding children of how to behave and stay safe. They use praise and encouragement effectively when they identify with the child an aspect of their behaviour that is good, such as praising children for working together well or for sharing. This increases children's self-esteem and confidence and encourages cooperative play.

Staff prioritise health and safety. Children enjoy daily fresh air, exercise and further learning in the very well-equipped outside area. Staff make every effort to take activities outside whenever possible, as they are aware of the benefits of outdoor learning. A good range of resources is easily available for children to use, both inside and out, to promote children's learning. Children are provided with a balanced healthy diet that meets their individual dietary needs and parents' requests. The care practices are well established and children are familiar with the daily routines, which helps them to feel secure. Staff encourage the younger children to try new skills, such washing and drying their hands independently and they are beginning to understand the importance of 'washing away the germs'. Staff sing a 'washing hands song' with the babies to help engage them in the activity.

When children reach school age they move onto a variety of schools in the wider community. Staff work hard at establishing close links with local schools and support children's emotional well-being for their successful transfer to school. They provide children with the developmental skills to ensure their school readiness. Staff send on transition forms to children's new schools and talk to children about the teachers who will look after them, the buildings that they will use and the activities they will do. This increases their confidence in being able to adjust to the new situation.

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

Children are safeguarded well in the nursery. Management and staff have a good understanding of the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Management are fully aware of the instances when Ofsted need to be informed of changes to circumstances. Management and staff have a professional knowledge of the procedures to follow if they have concerns about a child in their care because they have attended safeguarding training. They work closely with the local authority's social care department to protect children. Policies, procedures and records that are kept, including medication and the

complaints procedures effectively underpin the nursery. This safeguards the children well. Staff complete a thorough range of risk assessments on all aspects of the nursery both indoors and outdoors to further protect children and minimise risks. Recruitment procedures are effective. Robust procedures are in place to ensure only suitably checked staff have access to the children in the nursery, which promotes children's safety well. All staff within the nursery have the relevant qualifications to care for children. Children's attendance is recorded accurately to show exactly how many children and staff are present in each room, demonstrating how ratios and the deployment of staff are effectively met. Staffing details are displayed in the entrance area and parents are made aware of who is caring for their child because children's key person information is displayed in each playroom. The management team and room leaders carry out regular observations of practices and use supervision, appraisal and team meetings to feed back positive practice and identify areas for improvement. Staff have access to regular training to update their skills. Staff access all the elementary training, such as first aid, safeguarding and health and hygiene courses. In addition they access networking meetings, learning and development courses and higher level qualifications, such as Early Years Teacher Status. This training impacts well on staff practice, which contributes to the capacity of the nursery to continually improve.

Systems for monitoring and evaluating the provision are good. The team meets regularly to review the provision and to plan. Management act on advice from the local authority's development team as part of their quality improvement plan. Areas identified for improvement from the previous inspection have been addressed and are making a steady impact on the development of the children. Parents are effectively involved in the development of the nursery. Their views are obtained through a variety of means, such as the children's daily diaries and discussions at the stay and play sessions. As a result of parents' views the days of the stay and play sessions have been changed so that more parents can attend. Children's views about the nursery are acted on as a result of staff's observations of them during play, this informs the planning of the activities. The monitoring of the educational programme is effective and helps identify any gaps in children's achievements. Management have identified a gap in some children's communication and language skills and have provided appropriate training for staff to help support all children.

Partnerships with parents at the nursery are strong. Parents spoken with on the day of the inspection spoke very highly of the caring and friendly team. They stated that they were extremely happy with the care and learning that their children receive. They felt that their children were well prepared for school and continued to make good progress. They said that the meals were great and that the team were very flexible and accommodating to their needs. All the required information for parents is available in the nursery. They are informed that the policies and procedures are available for them to read. Information, such as menus, daily routines, activities and staffing details are displayed around the nursery. The certificate of registration and the previous inspection report are also displayed for information. Lots of information is also shared verbally. Partnerships with other organisations are effective. Staff work alongside social care, health visitors and speech and language therapists to ensure that the needs of the children are met well.

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	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

Unique reference number	311267
Local authority	Kirklees
Inspection number	940377
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	60
Name of provider	Broadoak Children's Nursery Association
Date of previous inspection	07/08/2013
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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