

# Barncliffe Day Nursery

Barncliffe Mills, Near Bank, Shelley, HUDDERSFIELD, HD8 8LU

## Inspection date

Previous inspection date

04/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 and children benefit from a wide range of interesting and challenging activities, which help them make good progress across the seven areas of learning.
- Children demonstrate that they feel safe, secure and happy in the nursery and arrangements for safeguarding the children promote their welfare effectively.
- Management is clear and focused on their priorities for improvement. They consult effectively with children, staff and parents to ensure changes are of benefit to the children.
- Staff have a strong commitment to parent partnerships, which effectively contribute to the children's care, learning and development.

### It is not yet outstanding because

- There is scope to improve children's access to interesting materials and resources that inspire children to explore and be creative.
- There is room to further develop meal and snack times to promote children's independence skills further and to ensure that play is not interrupted for snack times.

## **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.

## **Inspection activities**

- The inspector looked at a selection of documentation, including key policies and procedures and children's development records.
- The inspector spent time observing staff and the children in the rooms and in the outdoor area.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector and manager undertook a joint observation of an activity.
- The inspector spoke with parents and read written evidence provided by parents to obtain their views about the nursery.

## **Inspector**

Helene Terry

## Full report

### Information about the setting

Barncliffe Day Nursery was registered in 2013 and is on the Early Years Register. It is operated by Barncliffe Day Nursery Limited. The nursery operates from two playrooms and associated facilities in a converted mill in the Shelley area of Huddersfield, 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 six members of staff, of whom five hold appropriate early years qualifications at level 2 or above. The nursery opens each week day for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

### 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 be independent, such as pouring their own drinks and serving their own food and by ensuring that children's play and concentration is not interrupted for snack time
- provide more opportunities for children to freely help themselves to materials, tools and resources that enable them to create, assemble and join materials together, such as collage materials, paper, boxes, glue, tape and staplers.

## Inspection judgements

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

Staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and understand how young children learn and develop. Staff provide a broad range of interesting activities and experiences, which cover all areas of learning. They make very good use of spontaneous events and activities to extend learning, which demonstrates their firm understanding of the characteristics of learning and the early learning goals. Consequently, children make good progress in all areas of development and are learning skills in readiness for school. For example, as children play in the sand, staff notice that children are observing lines that they make. Staff extend this further by encouraging the children to draw letter shapes. The children then progress on, to attempting to write their names and are praised and encouraged for their achievements. As some of the older children are showing a good interest in letters of the alphabet and the sounds that they make, a member of staff provides alphabet mats for the children. This enables them to

find and match letters with sounds associated with their name. As a result, staff enhance children's emerging literacy well.

Children's communication and language abilities are also developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. In the baby room staff consistently talk with the babies as they go about routines and take part in the activities. This helps children link words to actions. For example, after lunch they ask babies, 'Shall we get your flannel to wipe your face?'. To foster babies sense of security and let them know what is going to happen next they ask 'Can I change your nappy?', and 'Would you like to sit on the potty?'. Consequently, babies are happy and secure in the nursery. Children are provided with lots of activities to help them explore using their senses. Babies and toddlers enjoy playing with the treasure baskets as they examine and explore the natural materials. They also examine the feel and texture of papier mache that they use to create. Staff provide activities that help babies and toddlers begin to develop their imaginations. For example, they role play using first hand experiences, such as changing the dolls' nappies and putting them to bed. Staff support the babies as they wipe the dolls using the wet wipes and talk about the different parts of the body. This develops children's vocabulary. Three- and four-year-olds are provided with opportunities outdoors to learn about numbers and capacity. As children fill watering cans from the water chute staff introduce concepts of full, empty and half-full. They count the watering cans and then water the plants that they grow in the garden. Staff talk with the children about the different parts of the plants, such as, the stem, leaves and bulb and what it is that helps plants grow. The learning environment is set out well to enable children to help themselves to resources freely. However, there are fewer opportunities for children to spontaneously use interesting materials and resources that inspire them to explore and be creative, such as, collage materials, paper, boxes, glue tape and staplers.

Staff carry out regular observations of all children, with each child's key person being responsible for their key children's assessment files. Staff use their knowledge of the children and their observations to plan children's next steps in their learning and to inform future planning. This good process is supported by information from parents, photographs and pieces of children's work. Children's development records are shared with parents and parents are also invited to attend stay and play sessions where staff share plans for their child's future development. This enables parents to continue children's learning at home. In addition, staff complete children's progress check at age two. Parents are involved in this process and are encouraged to share this information with other agencies, for example, health professionals.

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

Children arrive with enthusiasm and clearly enjoy being at the nursery. They show confidence in the staff, who respond appropriately to their individual needs. Staff use the key person system well to develop relationships with the children and their families. This results in children being settled and confident individuals. Each key person knows their children well and uses this knowledge to plan activities to meet their individual interests. A

gradual settling-in procedure is used for all new children and staff use this time to get to know the children and their parents well. Children are also supported well in their move between the playrooms and on to school, to ensure that their emotional needs are met well.

Children are encouraged to be independent, going to the toilet, washing their hands and putting on their hats and coats before going outside to play. However, independence is less well promoted at meal times because children do not have the opportunities to pour their own drinks or consistently serve and help prepare their own snacks. The routine of the day supports children's sense of security with times for rests, meals and play. However, on occasions when children are very engrossed in their activities, their concentration and learning can sometimes be interrupted by snack time. Children behave well and are supported to develop a good understanding of expected conduct. Staff are consistent in their approach and use positive methods to help children understand. For example, They use body language and explain that 'We use kind hands in the nursery'. Staff regularly offer praise and encouragement to the children, which promotes their self-esteem and confidence. Children are awarded 'star of the week' certificates for good behaviour and helping one another. Staff encourage the children to be cooperative and work together. For example, two children work together to move the car mat from one area of the room to another.

Children learn about the importance of living a healthy lifestyle and staying safe. They have daily opportunities to play outside to get fresh air and exercise. Staff talk with them about the benefits of exercise and healthy food through the activities and daily routines. In addition, children are given a selection of healthy meals and snacks with a drink of milk or water. They are also prompted to help themselves to their water bottles throughout the day to keep themselves hydrated. Good hygiene routines are implemented and staff act as good role models, following thorough hygiene routines for nappy changing. They also introduce this into children's role play. Children show their increasing understanding of keeping safe, when toddlers blow their drinks pretending they are hot and older children manage risks well as they play on the challenging climbing equipment in the garden.

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

Children are protected well. There are effective arrangements in place to implement the requirements of the Statutory framework for the Early Years Foundation Stage. Staff understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. They attend training to increase their understanding of safeguarding procedures and their roles and responsibilities. Comprehensive risk assessments, records and policies and procedures are maintained to help safeguard children's welfare. Strong recruitment and vetting processes are in place to ensure that staff are suitable to work with children. Regular supervision and appraisals are implemented throughout the year to ensure staff remain suitable. Managers identify training needs and organise courses to support staff's professional development. Regular

staff meetings take place. This provides a forum for the staff team to discuss the educational programme and the impact this has on children's development.

Staff reflect on their practice and appropriate changes are made as a result. For example, owing to staff's observations of the children and how they use the activities, the playrooms have been changed around so some activities are more enticing for the children. Management and staff have a clear drive for positive improvement to enhance the provision for children. The manager oversees the educational programme to ensure that gaps in learning are identified and fed through into the planning. This maximises children's learning. The manager also listens to the views of children, staff and parents, using these to change and improve the nursery. Strengths and areas for improvement are clearly identified with targets set. This shows a continued capacity to improve the provision for the children.

Partnerships with parents are strong. Staff provide a wide range of information for parents, which include the nursery's policies and procedures. This helps everyone be aware of their responsibilities. Parents are extremely pleased with the care and learning provided for their children. They state that 'My child is very supported and there is a genuine care and appreciation for her individual needs'. 'My child is happy and feels comfortable and safe there'. 'My child has come on leaps and bounds in her speech and interaction with others'. Staff and management are fully aware of the need to work alongside other professionals and agencies involved in the care of children to ensure that the needs of the children are met well.

## 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

<b>Unique reference number</b>	EY462694
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	933876
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Barncliffe Day Nursery LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01484604817

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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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