

Holly Bank Nursery

10 Queens Rd, HUDDERSFIELD, HD2 2AE

Inspection date	12/12/2013
Previous inspection date	01/03/2012

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

- There is a broad educational programme that effectively covers the seven areas of learning and as a result, children make good progress in their learning and development.
- Children are well-prepared for school. This is because staff plan a range of activities to support the next steps in children's learning and eventually the move to school.
- Children's emotional well-being is successfully promoted. This is because children are allocated a key person who ensures children's care needs are well-met.
- The manager has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and as a result, children are well-protected from harm.

It is not yet outstanding because

- There is room to provide further opportunities to involve parents in their children's learning, to ensure there is a more cohesive approach to children's development.
- Opportunities for children to explore similarities and differences between themselves and others are not fully maximised.

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 activities in the playrooms and conducted a joint observation with the manager of the nursery.
- The inspector held meetings with the manager of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the written testimonies taken from parents and carers feedback questionnaires.

Inspector

Sarah Taylor

Full report

Information about the setting

Holly Bank Nursery was registered in 2001 and is on the Early Years Register and the compulsory part of the Childcare Register. Holly Bank Nursery is one of four private nurseries owned by the Portland Nurseries Ltd and operates from three floors within a converted, semi-detached house, approximately two miles from Huddersfield town centre. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2, 3 and 4. Two members of staff hold Early Years Professional Status, one holds Qualified Teacher Status and one is working towards a level 3 qualification in early years.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm, except bank holidays and two staff training days. Children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group aged from birth to five years. The nursery receives funding for the provision of free 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 further opportunities to involve parents in their children's learning, for example, by seeking parent's feedback and using these to support planning

- increase the number of opportunities for children to explore similarities and differences between themselves and others, for example, by providing a wide range of photographs that depict different role models in society.

Inspection judgements

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

The children make good progress in their learning because of the broad educational programme covering the seven areas of learning. Staff complete an 'all about me' sheet to assess children's starting points on entry to the nursery. Staff then continue to monitor children's progress, through use of a tracking document, which identifies children's progress and any gaps in their learning and development. Staff plan the next steps in

children's learning by observing them and using an individual planning sheet for each child. They complete accurate assessments which include the progress check at age two and these are shared with parents. Staff involve parents in their children's learning. For example, the children are encouraged to take home 'travelling ted', the nursery bear that children take home and write a diary of events with their parents. However, there is room to develop further strategies to involve parents in their children's learning. For example, there is scope to add further parent input to the children's individual planning, so that there is more of a cohesive approach to children's learning. Staff regularly share information with parents via frequent newsletters and parent evenings.

Children enjoy playing with the torches in the toddler room, staff encourage them to use the button to switch the torch on and off to make light patterns on the wall. Babies happily play in the shredded paper where staff have carefully hidden exciting objects, to sustain their interests and promote their curiosity and exploration. Staff plan interesting and varied activities for the children. For example, staff set out a wide range of coloured paint and vehicles so that the children can make different wheel prints on to paper. This promotes children's physical development as they manoeuvre the cars through the paint and onto the paper. Children are beginning to learn about simple mathematical concepts such as 'fast' and 'slow' as they eagerly roll the balls down the large tubes in the garden. This challenges children's thinking as they quickly realise the smaller the ball is, the faster it travels down the tube. Children are beginning to learn about the natural world as they enjoy exploring nature in the garden. However, children's understanding of the wider world is not fully embraced because opportunities for children to explore the similarities and differences between themselves and others are somewhat limited. Children are beginning to develop independence skills that provide them with a good range of skills for the future. For example, staff encourage the children to put on their own shoes and all-in-one suits, to go outside to play in the garden.

Children are well-prepared for the move to school as staff plan a range of activities to support their transitions. For example, they carry out phonics and number work sessions with the children and encourage them to sound out different words and complete simple sums. When children are due to begin school, staff make contact with the school that the children will attend, so that the child's key person can take children along to school for an introductory visit. In addition, staff invite children's new teachers in to the nursery and once children start at school the nursery maintains close contact with the school, to see how the children are developing and progressing. Consequently, children's transitions are well-managed.

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

Children's emotional well-being is well-promoted, they are allocated a key person who ensures their care needs are well-met. Staff obtain useful information from parents from the onset of care, to identify children's individual needs, such as any allergies or dietary requirements that children may have. Key staff share relevant information with all staff and the nursery cook, which supports their care across the nursery and minimises hazards to the children with regard to food safety, for example.

The premises are clean and well-maintained and resources are of good quality. Children thoroughly enjoy the healthy nutritious meals such as, chicken, cauliflower cheese and vegetables. Children are beginning to learn about safety. For example, staff talk to them about blowing their food to cool it down before they eat it. Regular access to the outdoor area provides lots of opportunities for children to exercise and move in new ways. Staff treat all children with equal regard, which ensures that their individual needs are well-met.

Transitions are well-managed throughout the nursery. For example, children have a number of settling-in visits when they first start at the nursery and when they move rooms. When children start school and other settings, nursery staff have developed well-established links with local schools, which enables them to book settling-in visits for the children. Staff praise the children regularly, for example, they have 'tidy up inspectors'. This is where staff ask the children to check if resources are put away correctly, staff then praise their efforts. This provides children with opportunities to take ownership of the nursery resources and promotes their self-esteem and personal social and emotional development. Children behave well. This is because the staff apply the principles of the well-embedded behaviour management policy into practice. Resources are clean, bright and attractive and staff use them well to engage the children in their play.

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

The manager has a good understanding of her role and accountability in meeting the requirements of the Statutory framework for the Early years Foundation Stage. Children are well-protected because staff are clear about their roles and responsibilities in relation to safeguarding children. For example, they know who to report their concerns to and the signs and symptoms of abuse. Thorough risk assessments of the premises ensures that hazards to the children are kept to a minimum. Clear procedures for accidents at the nursery are followed by all staff and records show that parents are notified of them at the end of each day. Children are further protected because they are supervised at all times by the well-qualified staff. Staff to child ratios are consistently high which means children receive lots of support from the responsive staff. All staff are subject to rigorous checks before commencing employment at the nursery and there is a clear recruitment procedure which the manager implements when recruiting new staff. Staff receive regular supervision which provide good opportunities for them to share any concerns they may have about children in their care. Regular staff appraisals are carried out to identify any training needs and secure opportunities for continued professional development of staff so that staff practice with the children remains good.

The manager regularly monitors the educational programme and checks children's development records so that she can work with staff to easily identify any gaps in children's learning. Her well-established links with other agencies such as speech and language therapists, ensures that children with special educational needs and/or disabilities receive a well-targeted programme of support. Parental feedback is regularly sought through the frequent questionnaires. Parent comments are positive with one parent stating 'you have provided such safe and loving environment for my child who has come on in leaps and bounds'.

The manager is committed to continuous improvement and she regularly involves the staff and children in the self-evaluation process. The recommendation raised at the last inspection has been met fully, which shows that the manager is keen to improve.

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

Unique reference number	EY428579
Local authority	Kirklees
Inspection number	943081
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	94
Name of provider	Portland Nurseries Ltd
Date of previous inspection	01/03/2012
Telephone number	01484429464

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

