

Honley Day Care & Pre-Preparatory School

Honley Day Care & Pre Prep School, Queens Square, Huddersfield Road, Honley, HOLMFIRTH, HD9 6QZ

Inspection date	31/01/2014
Previous inspection date	15/04/2013

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		3
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The quality and standards of the early years provision

This provision is inadequate

- There are weaknesses in the key person system, and as a result, children do not receive good levels of support that promote their learning when their key person is not in the setting.
- Starting points are not obtained from parents for all children, and as a result, key persons cannot plan educational programmes tailored to their individual needs from the outset.
- Not all practitioners are skilled in conducting risk assessments or in identifying potential hazards. As a result, not all risks to children are considered so appropriate action is not taken to ensure their safety.
- Practitioners are not confident to share their concerns about colleagues or inappropriate practice, and as a result, children are not kept safe at all times.
- Monitoring of the provision is not robust enough to ensure significant weaknesses are identified and planned improvements are implemented effectively. As a result, action taken is not, always, sufficient to drive improvement.

It has the following strengths

- High levels of support for children with special educational needs means they make strong progress from their starting points and gaps for those children are narrowing.

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 four main playrooms, shared areas and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the setting's own parent feedback.

Inspector

Nicola Dickinson

Full report

Information about the setting

Honley Day Care and Pre-Preparatory School was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Honley area of Huddersfield, and is managed by Carlin Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status and one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 91 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 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:

- obtain starting points from parents for all children so that when they enter the nursery, practitioners have a good understanding of their skills and can plan activities that take account of the skills they have already acquired and present them with challenges that promote their continuing progress
- improve the procedures for completing risk assessments and develop practitioners' understanding of how to assess risk to ensure they accurately identify and consider hazards that might cause harm to children
- improve staff deployment and the current key person system to ensure contingency measures are sufficient to ensure all children continue to enjoy good levels of support in their learning when their key persons are not in the setting
- work with staff to ensure that supervision and safeguarding is a priority in the nursery and they are confident to implement procedures to address any concerns they may have about colleagues or poor practice.

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

- revise the systems in place for monitoring the provision to ensure significant areas of weakness are prioritised and any planned actions to drive improvement are effectively implemented.

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

Practitioners working with older children demonstrate high quality teaching skills and as a result, they are offered a wide range of activities that capture their interests and support strong progress towards the early learning goals. The lead practitioner in the pre-preparatory room is a qualified teacher and she uses her knowledge and skills to provide a high standard of education for children who are preparing to move on to school. A strong focus on early mathematics and literacy means children are developing the skills they will need for their future learning. Starting points are obtained from previous early years providers and this means planning takes account of the skills they have already acquired. As a result, educational programmes are tailored to their individual needs to ensure they make rapid progress in their learning. A balance of child-led play and adult-led activities help children to follow their interest while receiving high levels of support. Their routines also reflect those they will experience when they move on to school and this means they are well-prepared when they enter the school setting. The lead practitioner visits the

schools the children move on to and teachers from the schools visit the nursery. This means information about children's learning is shared to ensure they enjoy continuing in their learning and receive appropriate levels of support when they move on to school.

Children in the nursery who have special educational need and/or disabilities receive good levels of one-to-one support. Parents comment that practitioners 'Go that extra mile' to help them. The nursery has robust partnerships in place with other professionals and they work closely with services, such as speech and language therapists and occupational health to support them. This means practitioners can plan educational programmes that target gaps in children's learning, and as a result, they enjoy a suitable range of planned, adult-led activities that concentrate on promoting communication and language. Small group activities, including story sessions support their listening skills and practitioners use props effectively to promote their developing understanding of English. For example, they use the 'Pictorial Exchange Communication System' to provide children with visual timetables that help them to understand everyday routines and help them make choices in their play. As a result, children who enter the nursery below the expected targets for their age are making strong progress and the gaps for those children are narrowing. The required progress checks at age two have been completed and shared with all relevant partners. This ensures children who might need additional support in their learning are quickly identified and early intervention services are implemented effectively to make certain they receive targeted support when they move on to school.

Overall, the nursery has good partnerships with parents. However, starting points are not consistently obtained from them when children enter the nursery. This means practitioners cannot plan educational programmes for all children that are tailored to their individual needs from the outset. Nevertheless, tracking documents show children are making steady progress across the prime areas of learning. Children's interests and next steps are regularly updated during termly parents' evenings and daily discussions. Newsletters and emails keep parents up to date with activities and they are invited into the nursery to take part in charity and fundraising events. Parents are encouraged to share children's learning experiences from home, such as trips to the museum and these are shared during group times. 'Barney the bear' is a well-used resource that children take home, and as a result, children are supported in making connections between their learning at home and their learning in the nursery. Learning records are available for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age.

In general, lead practitioners in the nursery have a good knowledge of the Early Years Foundation Stage and this means they can provide children with an appropriate range of activities that capture their interest and support independent investigation. Children's communications are promoted through adult-led activities such as stories and songs and during conversations while they enjoy free play. This means children are developing a suitable understanding of language. The nursery has taken action to address a previous recommendation to promote children's home languages within the setting. Displays now show a range of words alongside the English equivalent. Practitioners obtain key words from parents so that children's home languages can be shared and this helps to support their developing understanding of English. However, systems in place to support children's learning when their key person is not in the setting are not adequate because staff

deployment is not effective. Although staff demonstrate suitable teaching skills when they are working with their designated group of children this is not the case when working with different age groups. For example, staff who are providing cover in the baby and toddler rooms do not have enough information about children's prior skills or their next steps to offer them activities that promote good progress. In addition to this, planning guides in place to support activities, such as outdoor play, are not used and this means children are not provided with a range of resources that support their interests or preferences for learning. As a result, outdoor play for babies is mundane and does not spark their natural curiosity.

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

Children in the nursery enjoy free access to outdoor play in all weathers. They balance on tyres and build obstacle courses with crates and this means they develop physical skills while learning how exercise supports their health and well-being. Spontaneous events, such as heavy rain extend their opportunities to explore in the natural environment and they show their enjoyment as they splash and jump in puddles. Children are encouraged to risk assess for themselves and this means they begin to learn how to keep themselves safe. For example, they learn how to negotiate play equipment safely and use small tools, such as scissors carefully. Staff demonstrate an appropriate understanding of the signs and symptoms of abuse and there are clear procedures in place for reporting concerns about a child. The majority of practitioners in the nursery demonstrate a suitable understanding of how to keep children safe and this ensures, in most instances, children are protected. However, a recent accident in the nursery demonstrated that safeguarding procedures are not, always, adhered to. It also highlighted weaknesses in how safeguarding policies are implemented. Not all staff are competent in assessing risks to children, and as a result, sufficient action is not taken to minimise hazards.

Children who attend the nursery have secure attachments with key practitioners and other children in the setting. The nursery is bright and welcoming and parents comment that it is well-organised. When children enter the nursery, they enjoy short settling-in sessions with their parents and parents discuss they can attend as many sessions as they wish until they are sure their child has settled. This helps the smooth transition and promotes some continuity in their care. As children progress through the nursery movement between rooms is managed well and this ensures their need for emotional support during periods of change is fully supported. Staff discuss with parents appropriate times to move children to make sure they are well-prepared. Children also receive good levels of support to help them with transition into school. Daily routines reflect those they will experience in school, such as finding their names on their coat pegs, setting tables and serving themselves at meal times. The Early Years Foundation Stage teachers from some of the local schools visit the nursery to meet them. As a result, children are prepared when the time comes for them to move on to school because they have support from familiar adults. Robust partnerships with other professionals mean information that supports the welfare of the most vulnerable children is shared effectively and this means their safety, overall, is maintained.

Behaviour in the nursery is managed appropriately. Practitioners use simple, age-appropriate explanations that help children to understand the consequences of their behaviour. This means they develop a suitable understanding of right and wrong, and as a result, behaviour in the nursery is good. Equality and diversity is embraced through a wide range of activities. These include cultural celebrations, charity events, small world play and stories. Children demonstrate they are knowledgeable about the different needs of others, and as a result, they are beginning to understand and accept their differences. This is helping to prepare them for the larger, culturally diverse social environment they will experience in school. Children enjoy healthy snacks and meals prepared by the nursery cook. Dietary needs are catered for and alternative options are available, such as vegetarian meals. This means children can make choices about the food they eat. Children's developing independence is fully supported as they learn about personal hygiene through everyday routines, and as a result, they can attend to their own self-care needs when they move onto school. They are keen to help with everyday tasks and they show pride in being chosen to do them.

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

This inspection was brought forward by Ofsted following a notification by the nursery. The notification raised concerns about aspects of the operation of the setting, with particular regard to supervision of children and how risk assessments are carried out. The inspection found that appropriate first-aid treatment is carried out by competent practitioners. Procedures for reporting significant incidents are followed and all appropriate agencies are informed. However, the inspection also found that not all practitioners adhere to the safeguarding policies and procedures of the setting and this means children are not kept safe at all times. Risk assessments are not, always, competently carried out, and as a result, sufficient action is not taken to minimise risk to children. A review of complaints showed that when risks to children's safety are identified, swift and effective action is not, always, taken to ensure they are supervised well and kept safe. In addition to this, not all practitioners are confident to challenge poor practice or to report concerns about the conduct of other practitioners and this means children are not kept safe at all times. As a result, the nursery is failing to meet the legal requirements as set out in the Statutory framework for the Early Years Foundation Stage. They are also failing to meet the requirements of the compulsory part of the Childcare Register with regard to the welfare of children being cared for.

The nursery has appropriate recruitment and induction procedures in place to ensure practitioners are suitable to work with children. The management team demonstrate a suitable commitment to professional development and all practitioners have achieved early years qualifications. Overall, they demonstrate an appropriate understanding of the learning and development requirements and older children enjoy a high standard of teaching that helps them to make strong progress in their learning. However, staff deployment is not effective and this means children are not given sufficient levels of support in their learning when key practitioners are not in the setting. Attendance registers, including the times when children arrive and leave, are completed and

practitioners record their hours of attendance. This ensures staff ratios across the nursery are adhered to at all times. There are 13 members of staff who hold a current first-aid certificate, which means that they can give suitable treatment if there is an accident to a child.

Partnerships with other professionals are established and this ensures information about the most vulnerable children is shared to support their continuing development. The manager supports parent's understanding of the nursery's practice by providing them with copies of the policies and procedures and they demonstrate a good understanding of the service provided. A parents association is in place that is open to all parents and includes the early years teacher and representatives from the nursery. This means there is a steady two-way flow of information between parents and the nursery and as a result, parents are involved in evaluating the nursery provision. Through their own quality improvement programme some areas of weakness are identified and action plans are in place to address them. However, monitoring of the provision is not yet robust enough to ensure all significant areas of weakness are identified or that planned improvements are effectively implemented. This means the drive for improvement that underpins raising the standards of the provision is not yet strong or well-targeted.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm by improving the procedures for completing risk assessments and develop practitioners understanding of how to assess risk to ensure they accurately identify and consider hazards that might cause harm to children (compulsory part of the Childcare Register).

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	EY427025
Local authority	Kirklees
Inspection number	952823
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	97
Name of provider	Carlin Nurseries Limited
Date of previous inspection	15/04/2013
Telephone number	01484 667300

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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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