

# Barbara's Private Day Nursery

Crossley Hall, Crossley Hill, Halifax, West Yorkshire, HX3 0PL

## Inspection date

10/11/2014

Previous inspection date

15/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Staff are confident about their teaching and place children's interests and learning needs at the heart of their activity plans. This means learning for children is personalised and adapted to suit their individual needs and, therefore, they make good progress.
- The manager and staff fully understand their roles and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practice. This ensures that children's welfare is protected well.
- The well-embedded key-person system helps all children to form secure emotional attachments as staff skilfully support them. Consequently children are well prepared for their move across the nursery and to school.
- Partnerships with parents and other professionals are strong. They play a key part in how staff plan strategies and interventions to support children's unique needs. Consequently, all children make good progress given their starting points and abilities.

### It is not yet outstanding because

- Children are provided with fewer opportunities to look at books, due to their presentation, to further support their emerging literacy skills and enjoyment of books and stories.
- There are fewer opportunities for children to talk about or become aware of different emotions and feelings.

## 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 held meetings with the manager and deputy of the nursery throughout the inspection.
- The inspector toured the premises and the outside area accessed by the children and staff.
- The inspector observed children playing inside and spoke to the children and staff throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and through their written comments.
- The inspector looked at a selection of documentation, such as staff qualifications, their Disclosure and Barring checks, policies and procedures, including the safeguarding policy, and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Barbara's Day Nursery was registered in 1996. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from a large detached house in the Siddal area of Halifax, West Yorkshire. The nursery serves the local and surrounding areas. The nursery opens Monday to Friday, 52 weeks of the year, except for bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 59 children on roll, of which 39 are in early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 10 members of staff working directly with children, all of whom have an appropriate early years qualification at level 2 or above. The owner and the manager both hold level 4 childcare qualifications.

### What the setting needs to do to improve further

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

- enhance children's opportunities to look at books to further support their emerging literacy skills and enjoyment of books and stories
- enhance children's understanding of different feelings and emotions, for example, by displaying photographs and pictures to help them talk about how they feel.

## Inspection judgements

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

The good quality of teaching supports and extends children's learning and development. Children take part in a wealth of experiences and activities that result in them becoming confident and self-assured, eager and motivated learners. The staff have strong skills and knowledge of the learning and development requirements and a solid understanding of how children learn. The stimulating environment, both inside and outside, ensures that all children make effective progress towards the early learning goals. Children's interests, development and next steps in learning lead the planning of activities, so that children receive challenge to help them make continuous progress. Staff complete formative observations of children's achievements to carefully monitor their progress. Information from children's learning records is used to complete progress reports for parents. This includes the progress check for children aged between two and three years. The staff work effectively with parents to gauge children's starting points. Detailed information is gathered from parents when children start attending. This provides the staff with a clear starting point for children's learning. Opportunities to extend children's learning at home are well-established. For instance, a home to nursery parental form provides parents with

opportunities to share children's activities and development. Children are supported strongly through routines and activities to develop their independence and skills in readiness for school and the next stage of learning. This means children are well prepared for entry to school and their future learning.

Children enjoy making poppies as they talk about Remembrance Day and how soldiers have gone to war. They proudly show the pictures of the soldiers known to staff and sing the song about the war that the school children have taught them. Staff extend this activity and challenge the children well. They use the hole-puncher as they make their poppies, recognise different shapes in the flower and confidently write their own names. Children show the inspector and staff their poppies and identify the letters in their names. Each room has a good selection of books available to children. However, the presentation of books does not motivate children to spend time in these areas, to support their emerging literacy skills and enjoyment of books and stories. All children have good opportunities to develop their imagination. For example, babies enjoy taking the dolls for a walk in the pushchairs, while older children nurse their dolls to sleep on the cushions, asking their friends to be quiet and not to wake the 'babies'. All children enjoy singing, as they know the routine well and get a circle mat to stand on in readiness for singing. Children are keen to choose songs that they want to sing and lead their friends in showing the actions as they sing the song about the washer woman. Babies also enjoy singing and do the action as they crawl around their room pretending to be sheep. As the babies sing, staff encourage them to sign and give a clear demonstration, which the more able children copy. This promotes younger children's communication skills. All children have good opportunities to develop their creative skills as they mix paints and freely paint their poppies. They hold the brushes well and know that they need the colour red for the poppies. All children have time set aside where they can rest and relax in the well-resourced sensory room, where they watch the different lights and touch the assortment of textures and natural materials.

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

The well-established key-person system enables children to quickly build a trusting relationship with staff. Parents and children attend a variety of settling-in sessions as well as staff completing home visits. As children move from one room to another, they visit several times and are introduced to their new key person along with their parents. Children show they feel secure, which means they are more able to play, explore and learn, so that they make good progress and settle well. Children's emotional well-being is maintained as key persons are quick to notice when children are upset and need reassurance. Staff work well with parents to maintain a consistent approach to addressing care needs and they share information, so that each child's needs are met.

Children are encouraged to think about being healthy by discussing with staff the food available at snack time. All meals are cooked on the premises and are healthy and nutritious and staff ensure all children's dietary needs are met. All children have access to water and milk throughout the day. Staff act as positive role models and encourage

children to learn about sensible hygiene routines. Children independently wash their hands after using the toilet and before eating food. Their self-care skills and independence are supported well. For example, staff use sensitive encouragement to help children to learn how to serve and feed themselves, according to their age and ability. Children are encouraged to put on their coats independently before going out to play. This helps them to gain the skills needed to be prepared for the move to school. All children learn about a healthy lifestyle through regular access to well-resourced outdoor areas. Children are able to ride on bicycles, climb on apparatus and play with a variety of ball games. All children get opportunities to play in the indoor soft play centre, where they climb on the large shapes, jump in the ball pool and balance on the large balls. This helps to develop children's physical skills and ensures that they get daily fresh air and exercise.

Staff act as good role models to children and they use effective strategies to help them to learn about acceptable behaviour. As a result, children respond well and their behaviour is good. However there is scope to further develop the way children learn about their feelings through displaying pictures of different expressions to help children become more aware of theirs and others emotions. Staff ensure children learn about how to stay safe both at nursery and out in the community. For example, fire drills are practised regularly and, as older children go down the steps, they are reminded to hold on to the hand rail. Resources are of good quality and are stored appropriately, so that children can make independent choices in their play.

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

Children are effectively safeguarded. This is because staff demonstrate their very good knowledge of the local safeguarding procedures. Staff are confident about the action to take if they are concerned about a child's welfare. All staff undertake safeguarding training to enhance their knowledge and skills and to understand their designated role. Robust recruitment and selection processes are in place. These include conducting interviews, seeking references and the completion of Disclosure and Barring Service checks. These checks confirm that staff are suitable to work with children. Each member of staff follows a detailed induction programme, ensuring they are clear about the expectations of the manager. Clear and concisely written policies and procedures reflect the care provided and are fully understood by staff. Roles and responsibilities are clearly understood by staff and policies are shared with parents. Regular risk assessments cover all areas of the building, including any outings. Staff carry out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times.

The staff team is well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They have clear development plans to ensure they keep their knowledge up-to-date and staff have attended appropriate training courses. Performance

management is effective, as staff are involved in regular supervisions and appraisals to support their professional development. The manager and staff monitor the educational programmes well to ensure children are making good progress and peer observations take place regularly. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment and children's individual interests. The manager continually works hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process through daily feedback and completing of questionnaires. This provides a good overview of the whole provision and leads to the identification of clear targets that require further improvement. All actions and recommendations from the previous inspection have been addressed. For example, staff have a good awareness of the importance of gathering starting points from parents about where their children are in relation to their development when they first begin.

There are good partnerships with parents to support the children in their learning and development. Staff share information on a daily basis about children's routines and the activities they participate in. Displays in the entrance areas inform parents about staff, activities, the Early Years Foundation Stage and other useful information. This, combined with regular newsletters, helps to keep parents well informed and allows them the opportunity to carry on their children's learning at home. Staff make time to speak to parents about how the children have been and how they are progressing in their learning and development. Parents also have access to their children's learning records and are encouraged to add their own contributions. This means that parents are effectively involved in children's learning. Parents spoken to express how pleased they are with the nursery. They describe the staff team as, 'Very supportive, approachable and caring'. Staff have established good links with external agencies and other professionals to ensure that children's individual needs are met by receiving good intervention and support. The nursery also works closely with the local authority and schools in the area, which supports the children's learning and promotes effective moves.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	303689
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	962655
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Barbara Booth
<b>Date of previous inspection</b>	15/11/2013
<b>Telephone number</b>	01422 368424

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

