

Nightingales Private Day Nursery

144 New Hey Road, HUDDERSFIELD, HD3 4BZ

Inspection date	09/12/2014
Previous inspection date	15/07/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Practitioners undertake good quality observations and assessments, which clearly identify the next steps in children's learning. As a result, children make good progress in their learning and development from their starting points.
- The manager has robust systems in place to monitor the educational programmes and children's progress. The team are committed to continuous improvement and views of parents are included in their self-evaluation process. Consequently, the nursery is continually developing for the benefit of the children, who attend.
- Children benefit from an effective key-person system, which helps them to feel settled, safe and secure. As a result, they are forming good attachments with staff, who know them well.
- Positive partnerships with parents and carers are developed through good communication. Information is regularly exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- Children have fewer opportunities in the outdoor environments to explore the natural world and experience an environment rich in print.
- Professional development systems for practitioners are not yet fully embedded, in order to constantly improve their already good teaching and practice.

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 the manager, children and practitioners at appropriate times throughout the inspection.
- The inspector observed activities in all playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments and the setting's self-evaluation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent surveys.

Inspector

Sadie Corbett

Full report

Information about the setting

Nightingales Private Day Nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Oaks area of Huddersfield and operates from two converted buildings and is managed by Stercap Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from five rooms across two buildings and there are enclosed areas available for outdoor play. The nursery employs 12 members of childcare staff. Of whom, 10 hold appropriate early years qualifications at level 3 and above. The owner and the manager both have a Foundation Degree in Early Years Care and Education. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 69 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:

- enhance all the outdoor learning environments, to include more opportunities for children to explore the natural world and to be stimulated by an outdoor environment rich in print
- build on the already good teaching practice to accelerate all children's progress by embedding the systems for practitioners continued professional development.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and use their knowledge to plan interesting and challenging activities that arise from children's individual interests or identified needs. As a result, teaching is effective and practitioners demonstrate a secure understanding of how to support children's learning and development. They use their knowledge and the information gathered from parents to identify specific starting points for each child. Practitioners undertake good quality observations and assessments, which clearly identify the next steps in children's learning. As a result, children make good progress in their learning and development from their starting points. Regular and accurate assessments are carried out, including the progress check for children between the age of two and three years. Therefore, each child's development is monitored, to ensure they are making good progress towards the early learning goals.

Practitioners interact well with children as they play. They sit with them at their level and constantly engage them in conversation, which significantly enhances their communication and language skills. For example, children are asked how they are feeling today and to draw pictures of their emotions on wooden sticks. Early writing skills are being developed as children are encouraged to write their names, enabling them to practise early letter formation. Children are challenged with their early number skills, as they use mathematical language and problem solving when practitioners ask them 'what is one more than five' and 'how many will you have if I take one away?' This is then reinforced further through activities, which encourage number recognition. For example, children play a number game where they have to count out the correct number of pebbles to match the written number. Babies enjoy playing with activities that stimulate their senses. They are able to feel and explore textures as they touch the cold imitation snow and enjoy squishing it through their fingers, which helps to promote their physical development and coordination. Children of all ages, enjoy sharing their favourite books with practitioners and their friends and use props to tell the story. This helps to promote their early literacy skills. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning and their move onto school.

Positive partnerships with parents and carers are developed through good communication. Relationships are built to ensure parents are involved in their children's learning from the start. Information is regularly exchanged for the benefit of each child's continual care, learning and development. Regular parents' evenings take place and parents are able to view their child's learning journal while having discussions with their key person. Parents are provided with opportunities to add any comments to their children's learning journal at anytime by using the 'wow' cards to comment on achievements and development at home. Daily dairies and verbal updates ensure a two-way flow of information is being passed between both parties. This shared approach to children's learning and development successfully contributes to the good progress they make and demonstrates a continuity of learning between the nursery and home.

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

The nursery's settling-in procedures means that the move between home and nursery is a positive experience. For example, practitioners use 'All about me' information to find out children's interests, likes and dislikes, in order to plan appropriately for their transition. The role of the key person is implemented effectively into the nursery, ensuring every child's care is tailored to their individual needs. Practitioners greet children and welcome them into the setting, which supports them to feel cared for. A nurturing environment is created, in which children are fully supported by consistent routines. Practitioners work closely with children and their parents to build effective close relationships. As a result, the move between home and the nursery is supported well and children form strong emotional bonds with their key person and other members of the team. Consequently, children's emotional well-being is secure and they adapt quickly to the environment and daily routines. As a result, children are happy to attend, form new friendships and confidently separate from their parents on arrival.

Children's health and hygiene procedures are promoted and encouraged through routines. They wash their hands before mealtimes and after going to the toilet, demonstrating their independence and self-care skills. Mealtimes are sociable occasions and everyday tasks reflect those, which children will experience in school. For example, children help to set the table for lunch and sit with their friends. They take turns and work cooperatively together while each child serves themselves their food. Practitioners sit with the children at the lunch tables, which further promotes the sociable aspect and encourages informal discussion to develop language skills. Children's behaviour is good as practitioners share consistent expectations and are good role models themselves. They enthusiastically take on responsibility, such as helping to tidy away toys before lunch time or hanging their coats on their pegs. This is because practitioners regularly praise their efforts, which promotes their self-esteem and self-confidence.

The nursery is well resourced, which enables children to freely access equipment and add to the continuous provision that is always available. Children are able to fully access resources within the rooms, which are age-appropriate, of good quality and plentiful. Resources are displayed attractively to gain children's interest and to encourage them to explore and extend their learning further. Children enjoy daily fresh air in the outdoor environment, which provides experiences for them to explore and learn. For example, children enjoy being imaginative and investigating natural materials when they mix water, leaves and soil together to make a cake in the mud kitchen. Physical exercise is encouraged by practitioners as they play chasing games with the children. This positively benefits children's physical development and well-being. Children also learn to take sensible risks and keep themselves safe while outdoors. For example, children attempt to walk across the balancing beam without support. However, not all the children consistently have opportunities within the outdoor environments to explore the natural world, as not all areas have been developed fully. The outdoor environment is also not fully promoting literacy or mathematics as the environment is not enriched with words and numbers in print for children to use and refer to in their play.

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

Following the last inspection, where the provider received a number of actions to improve, the provider and her team have made huge progress and implemented a number of changes to their practice. Therefore, all previous actions have been met and the quality of care and learning has significantly enhanced. The management and practitioners are aware of their role and responsibilities with regards to safeguarding children in their care. All practitioners are given an overview of safeguarding as part of their induction programme and can recognise signs and symptoms of child abuse and know the action to take if they have any concerns about a child. Safeguarding policies and procedures are in place and include the action to be taken in the event of an allegation being made against a practitioner. In addition, appropriate procedures are in place for the use of mobile telephones and cameras in the nursery, to protect children from any possible misuse. Procedures are in place to minimise risks and hazards within the environment. For example, comprehensive risk assessments are conducted on areas used by children and the management have implemented systems to analyse and monitor any accidents that

may occur, in order to reduce and prevent re-occurrence. The management ensures that practitioners are trained in paediatric first aid and they can clearly articulate what action to take in an emergency situation. The management team follow robust recruitment and vetting procedures to appoint practitioners. This helps to guarantee their suitability to work with children. They implement a probationary period and have clear procedures in place to deal with underperformance of practitioners. Following the last inspection, systems for performance management and practitioners' professional development have been implemented and clear progress has been made. However, in order to constantly improve their already good teaching and practice, these systems require embedding further.

The owner, manager and their team have a good understanding of the Early Years Foundation Stage and their responsibilities to promote the learning and development of all children. The manager, with support from the owner, takes overall responsibility for overseeing the educational programmes, to ensure that they are implemented effectively. She has developed robust systems to monitor the observations, assessments and planning to ensure children are making the best possible progress. Tracking systems have been developed to identify any gaps within the curriculum and to identify any vulnerable groups or individual children, who require further intervention. The manager carries out regular observations of teaching practice and is supporting the team through daily contact and modelling good practice. These interventions have enhanced the quality of teaching.

The nursery is led by a committed and passionate owner and manager, who are totally focussed on continually improving the quality of the provision. They manage a team of practitioners, who are also committed to the continuous development of the setting and all share the focus to provide high quality learning experiences for all children. Support has been readily accepted from the Local Authority Early Years Improvement Officer to assist them in driving improvements forward. A self-evaluation, which highlights strength and weakness is reviewed regularly by the management team. This then formulates the action plan, which the team work towards. Parents' views are valued and included in the self-evaluation process. Partnerships with parents are strong and communication links have been strengthened through the introduction of a parent forum and 'play and stay' sessions. Parents' evenings and monthly newsletters also keep them fully involved of any changes to the environment or service they receive. Parents comment positively about the nursery and they speak very highly of all practitioners. They describe the team as 'extended family' and 'very supportive'. They also commented on how much they value the regular verbal communications to keep them informed of their children's development and learning. The nursery has also established good links with external providers, such as the local primary schools. Staff work closely with external providers to provide, for example, additional support and continuity for the funded two-year-old children.

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. 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

Unique reference number	EY434586
Local authority	Kirklees
Inspection number	984867
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	69
Name of provider	Stercap Nurseries Ltd
Date of previous inspection	15/07/2014
Telephone number	01484 646091

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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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