

Helen Howes Private Day Nursery

559-565 Bradford Road, Birkenshaw, Bradford, West Yorkshire, BD11 2AQ



Inspection date

27 February 2015

Previous inspection date

28 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children benefit from an effective key-person system, which helps them feel settled, safe and secure. As a result, they are forming good attachments with staff who know them well.
- Staff have a good understanding of the learning and development requirements. They provide a broad range of well-planned activities for children, which supports them to make good progress in their learning.
- Partnerships with parents are strong. Staff involve parents in their children's learning and share information regarding children's development regularly. This enables staff and parents to promote children's learning and development together.
- Staff implement effective safety procedures and help children to understand how to keep themselves safe and healthy. There are effective risk assessments to minimise risks to children, while promoting their development.
- The management team have a clear passion and drive for the ongoing development of the nursery by effectively identifying areas for improvement. They ensure staff update their skills and knowledge through regular training to promote good learning outcomes for children.

It is not yet outstanding because:

- Staff do not always organise group times effectively to maximise children's learning.
- Staff sometimes do not always give children sufficient time to respond to questions to develop their thinking skills.

What the setting needs to do to improve further

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

- improve the organisation of group times, for example, by having smaller group sizes, so that all children benefit from rich opportunities to join in the learning experiences
- strengthen staff's teaching strategies, such as their questioning skills, for example, by ensuring that all children are always given enough time to think and respond with their answers.

Inspection activities

- The inspector observed activities in all playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the assistant manager.
- The inspector spoke with the owner, assistant manager, children and staff at appropriate times throughout the inspection.
- The inspector checked evidence of staff's suitability, training certificates, policies and procedures, risk assessments, and the settings 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. She also took account of information included in the nursery's parent testimonials.

Inspector

Sadie Corbett

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in this friendly and welcoming nursery. Staff support younger children's communication skills well. They are always on the same level as children and they repeat and pronounce words clearly. However, some staff are not always consistent in their questioning skills when working with the older children. Sometimes, children are not always given sufficient time to respond to questions, enabling them to formulate their answers and think critically. Children in the pre-school room benefit from challenging activities to maximise their learning experiences. For example, they use mathematical language while programming technology toys. However, group times are not always well organised. The group sizes are sometimes too big and the sessions overlong, so children lose interest. Children in the two- to three-year-old room enjoy experimenting and making marks with sticks in porridge oats. They explore the texture and discuss what they are doing. Babies and toddlers enjoy a range of sensory activities, choosing to splash in the water, use their hands or brushes to paint pictures and make sandcastles in the sand tray. Observation and assessments of children's progress are accurate and clearly identify children's individual next steps in their learning and development. Planning is, therefore, focussed on children's interests and individual learning needs. As a result, children are well prepared for the next stage in their learning.

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

Children's physical development is supported well. They have daily access to the outdoor environment. Children enjoy climbing on the equipment, balancing on crates and having races on the bikes and cars. Hygiene routines are embedded into everyday practice. Children know to wash their hands to get rid of germs, and they happily brush their teeth after lunch. Mealtimes are sociable occasions and everyday tasks reflect those children will experience in school, and support their growing independence. For example, children work cooperatively together while each child self-selects and serves their own meal. Children behave well as staff share consistent expectations and are good role models themselves. Staff regularly praise children's efforts, which promotes their self-esteem and self-confidence.

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

The management team have a good understanding of their responsibilities to safeguard children. The suitability of staff is thoroughly checked to keep children well protected. Staff meet with leaders on a regular basis to review their practice, which contributes to the ongoing improvement of teaching and care. Monitoring systems are effective in identifying how well children are progressing in their learning. It also identifies what each member of staff needs to do to improve children's learning. There are effective partnerships with the local schools, and they work together to share vital information regarding children's learning and development. This ensures a consistent approach to children's care and education.

Setting details

Unique reference number	311270
Local authority	Kirklees
Inspection number	868004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	119
Name of provider	Helen Elizabeth Howes
Date of previous inspection	28 May 2009
Telephone number	01274 681643

Helen Howes Private Day Nursery was registered in 1989. The nursery is privately owned. It employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The owner has a foundation degree in early years. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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