

Waterloo House Day Nursery Ltd

3 West Parade, Halifax, West Yorkshire, HX1 2TE



Inspection date

Previous inspection date

9 April 2015

10 September 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		Outstanding	1
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 who speak English as an additional language, and those who have special educational needs and/or disabilities achieve well. This is because the nursery has developed exceptional partnerships with other agencies and together they provide well-focused support to promote the best possible outcomes for children.
- Staff have high expectations of children and make it clear how they expect them to act thoughtfully and safely in nursery. As a result, children develop good social skills, are very polite and their behaviour is extremely good.
- Excellent relationships are built with parents and the local community. Parents are very positive about the nursery. They appreciate and value the information and support they receive in helping their children to learn.
- Children are confident, highly motivated and are developing the skills they need for their future learning, such as starting school. Staff successfully utilise different spaces within the nursery environment to provide children with exciting learning experiences.
- Safeguarding procedures are robust. Consequently, all children are kept safe from harm. Staff demonstrate clear knowledge of the procedures to follow if they have concerns about a child's welfare.

It is not yet outstanding because:

- On occasions staff miss opportunities to use effective questioning to extend and develop children's thinking. This means that children's knowledge and ideas are not always explored in as much detail as they could be.
- Leaders do not analyse the information they collect on children's achievement sharply enough to be sure that different groups are making equally rapid progress.

What the setting needs to do to improve further

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

- support staff to help children develop their critical thinking skills by consistently extending the use of effective questioning during activities
- extend monitoring of children's progress to include, analysing the progress that different groups of children make across each area of learning, to ensure that they are making the best possible progress.

Inspection activities

- The inspector observed play and learning activities.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector carried out a meeting with the manager, and checked and discussed a range of policies and procedures.
- A range of documents were inspected, including observations, assessments and planning.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Kate Banfield

Inspection findings

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

Children's physical development skills are excellently supported by staff. In movement activities older children avidly listen and follow instructions. They demonstrate good control of their bodies as they make small, thin and wide shapes. Younger children use ribbons creatively, as they turn and sway them when they sing songs. Children develop their mathematical understanding as they learn about direction and size in this fun way. Communication and language development is given high priority, and as a result, many children have exceptional language skills. Staff provide materials for children to make props and use in their play. Consequently, children demonstrate extremely imaginative ideas and work together to create and act out stories. However, when looking at mini-beasts in the garden, staff do not always challenge and sustain children's thinking by using effective questions. This means that on occasions children's learning is not always fully maximised. Staff engage well with parents to establish children's starting points, and consistently involve them in their children's learning and development.

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

Children's emotional well-being is exceptionally promoted by sensitive and nurturing key persons. The meticulous settling-in process is thoroughly embedded and is planned and tailored to support children's individual needs extremely effectively. As a result, children are happy, confident and have a strong sense of belonging when they start at nursery. This highly-effective support continues as children move through the playrooms within the nursery and on to school. This is due to the efficient organisation of visits and exceptional support of the key person. Children develop excellent independence skills. They are actively encouraged to put on their own hats, fasten and unfasten their shoes. All children, including older babies, confidently serve themselves at mealtimes and follow excellent self-care and hygiene practices. All children develop healthy lifestyles throughout the day as they play outdoors, take part in innovative movement activities and understand the need to protect their skin in hot weather.

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

The leadership team have a good understanding of their responsibility, and ensure the statutory requirements for the Early Years Foundation Stage are fully met. Leaders regularly review individual children's learning and development. However, there is scope to develop this further. For example, by analysing the progress of different groups of children and areas of learning to ensure children's achievements are raised to the highest possible level. Self-evaluation is used well to evaluate the provision and identify areas for improvement. Leaders carry out regular one-to-one meetings with staff, and a system of peer observation has been developed to constantly improve practice. Staff are qualified and well trained, which has a positive impact on the outcomes for all children. Strong links with the local nursery and school are established. Staff regularly exchange information about the children, to support and enhance continuity and to maximise their learning.

Setting details

Unique reference number	303860
Local authority	Calderdale
Inspection number	864786
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	43
Name of provider	Waterloo House Day Nursery Limited
Date of previous inspection	10 September 2009
Telephone number	01422 342999

The Waterloo House Day Nursery was registered in 1996. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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