

# ABC Day Nursery

193 Newsome Road South, Huddersfield, West Yorkshire, HD4 6JH



## Inspection date

10 April 2015

Previous inspection date

7 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The management team are committed to making ongoing improvements to the nursery, to benefit the children. They ensure the well-qualified staff team continue to update their skills and knowledge through regular training to promote good outcomes for children.
- 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 highly effective. Strong relationships between staff and parents ensure individual children's needs are successfully met. Regular communication in relation to children's learning ensures parents are fully involved.
- Children with special educational needs and/or disabilities are supported well by caring staff who understand their individual needs.
- Children are safeguarded because the provider and her staff team are knowledgeable about the signs of abuse and neglect. They are fully aware of the reporting procedures in the event of a child-protection concern.

### It is not yet outstanding because:

- Staff do not gather enough information from parents about children's existing skills and knowledge when they first join the nursery.
- Leaders have not yet sharply focussed the monitoring of staff practice to help raise the quality of teaching even further.

## What the setting needs to do to improve further

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

- strengthen the process used to identify children's starting points, by gathering detailed information from parents prior to children starting, enabling targeted activities to be provided from the onset of care
- build on performance management systems, by introducing more sharply focussed supervisions, monitoring and evaluation of staff practice, to further enrich their teaching skills.

### Inspection activities

- The inspector observed activities in both the indoor and outdoor environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and provider, and spoke with children and staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the nursery's quality-improvement plan.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Sadie Corbett

## Inspection findings

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

The quality of teaching is good. Staff undertake good-quality observations and assessments, which clearly identify the next steps in children's learning. Planning is, therefore, focussed on children's interests and individual learning needs. However, staff are not gaining sufficient information from parents prior to their children starting. This means children's starting points are not always established from the onset, to allow staff to plan targeted activities straight away. The children in the under two's room have opportunities to explore sensory play. For example, children play with coloured rice in a tray and enjoy tipping, pouring and filling egg containers, then using them as shakers to make sounds. The older children are able to develop their technology skills by writing their name on the computer and then learning how to print it. They enjoy sitting in a group to listen to a story, staff question them about what they can see, to develop their thinking skills. Songs are used to teach letter sounds and children eagerly join in and guess the letters of everyone's name, while singing a fun rap. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning.

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

Children have formed good attachments with staff who know them well. They benefit from an effective key-person system, which promotes their emotional well-being, helping them feel settled and secure. Children have daily access to fresh air, in well-resourced outdoor environments. Younger children show interests in pushing prams and develop their physical skills as they attempt to climb onto stepping stones. The older children enjoy a trip out to a park. Staff prepare them for their bus journey by talking about how they will get there and singing 'the wheels on the bus'. Risk assessments are completed to ensure children's safety both on outings and in the nursery environment. Mealtimes are social occasions as older children come together in the dining room to eat their meals, which are prepared by the on-site chef. Food is healthy and nutritional and the children are able to develop their independence by serving themselves. Snack time is made into a learning activity for the over twos, as they each have to find their name on a number-line place mat. They then use this to count their pieces of fruit.

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

The provider and her team understand their responsibilities to safeguard children. Recruitment procedures are robust to ensure the suitability of staff is thoroughly checked. The manager undertakes some monitoring of staff performance through regular observations and appraisals. However, this is not yet rigorous enough to help staff share best practice and ensure teaching is raised to the highest level. Practice is successfully evaluated to identify any areas for development and quality improvement plans are in place. Monitoring systems are effective in identifying how well children are progressing in their learning. Parents spoken to on the day of inspection describe the nursery as 'superb' and 'excellent'. They comment on how happy they are with all aspects of the service.

## Setting details

<b>Unique reference number</b>	EY216465
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	869721
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Dianne Joan Bangali
<b>Date of previous inspection</b>	7 August 2009
<b>Telephone number</b>	01484 429222

ABC Private Day Nursery was registered in 2002, and is privately owned. The nursery employs 17 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 4 and 12 at level 3. 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. It supports children with special educational needs and/or disabilities.

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