

# Gingerbread House

Gingerbread House, 100 New Street, Southowram, HALIFAX, West Yorkshire, HX3 9SN



## Inspection date

20 July 2015

Previous inspection date

29 August 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The individual needs of all children are not consistently met when a range of different aged children are being cared for in one room altogether. This is because leaders do not ensure sufficient staff are always deployed to work directly with the children. As a result, staff miss times where children require their attention and interactions.
- Leaders do not ensure that the skills and expertise of more qualified and experienced staff are fully utilised to support the professional development of others. As a result, the quality of teaching and learning is not consistently good.
- Not all staff demonstrate a secure understanding of how to support children to make the best possible progress when children of different ages and abilities are grouped together. They do not always plan and adapt the environment and activities appropriately to ensure all children are sufficiently challenged and motivated to learn.

### It has the following strengths

- Leaders and staff demonstrate a good understanding of how to meet the welfare requirements and ensure children's safety and well-being. They thoroughly assess and minimise risks and ensure key information from parents and other professionals is shared so all staff are aware of any changing needs of children.
- Staff help children learn to respect and care for one another, share and take turns. As a result they play well together, enjoy each others company and are forming friendships.
- The pre-school room provides a well resourced, exciting and challenging environment that fully engages children in their play and learning. Overall, older children are making good progress and are well prepared for school.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the deployment of staff to ensure that the individual needs of all children are consistently met when a wide age range of children are being cared for in one room altogether.

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

- improve the quality of teaching to ensure that staff understand how to plan and adapt the environment and activities to challenge and extend the learning and development of all children at different ages and stages so they make the best possible progress
- utilise the skills and expertise of more qualified and experienced staff within the setting to support the professional development of other staff, so teaching and learning improves to good and better.

## Inspection activities

- The inspector observed activities in each of the rooms used on the day of inspection as well as the outdoor play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the leaders and managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working with the children and a range of other documentation, including policies and procedures.

## Inspector

Rachael Flesher

## Inspection findings

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

Staff do not consistently demonstrate that they understand how to support and extend all children's learning. Sometimes, planned activities lack appropriate levels of challenge. This is because staff do not always fully consider the abilities of all children and make the required changes. Consequently staff miss opportunities to support and extend their learning and development so they make the best possible progress. When staff are deployed well they play alongside the children and model learning. For example, when different ages of children explore the sand play, staff provide dialogue and questions to support and extend their speech and language development. Their interactions help keep the children interested in the activity. Staff know the children well. They demonstrate that they have a strong understanding of each child's developmental stage and what they need to master next. Children's files show the secure progress children are making and are shared with parents to help to support learning at home.

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

Where children of different ages are cared for together, the environment does not always meet the needs of all the children. Leaders and staff do not fully consider what resources and materials they need to add to the room to support and challenge the learning of all children. In addition, when staff are not effectively deployed, they are not always able to provide all children with the attention they require. Children are developing strong relationships with staff and one another. Staff encourage children to acknowledge the kind gestures of their friends and children give each other cuddles and go to staff for comfort. Older children are developing a meaningful understanding of the community they live in due to outings, activities and displays provided. Children are learning how to take care of themselves and develop their independence. The outdoor area now provides children with more exciting play and learning opportunities. As a result, children enjoy playing together outdoors.

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

Leaders do not ensure that staff are always well deployed when caring for a wide age range of children together in one room to ensure their need are consistently met. At times only one member of staff was available to interact and play with the children as other staff kept leaving the room to carry out tasks. Although leaders evaluate what they do and identify areas they need to improve, they have not fully identified weaknesses in the quality of provision and teaching. In addition, they do not fully utilise the skills and expertise of well qualified and experienced staff to help promote improvements. Staff demonstrate a good understanding of how to safeguard children. They have experience of supporting vulnerable children and understand the importance of sharing information with others. Leaders regularly meet with staff to discuss their performance and support their well-being. A good range of training is provided to help maintain and improve their professional knowledge.

## Setting details

<b>Unique reference number</b>	EY404995
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1005277
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	34
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Gingerbread House Ltd
<b>Date of previous inspection</b>	29 August 2014
<b>Telephone number</b>	01422 385 438

Gingerbread House was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Southowram area of Halifax and operates from four rooms, over two floors with an outdoor learning environment. The nursery is open weekdays, from 7.30am to 6pm, 51 weeks of the year, closing only for bank holidays and one week at Christmas. Out of school care is also provided. There are currently six members of staff. The manager holds Early Years Professional status, one member of staff holds a level 6 qualification and the remaining staff hold a level 3. The nursery provides early education for two-, three- and four-year-old children.

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