

# The Hipperholme Private Day Nursery

Greenglade, Denholme Gate Road, Hipperholme, Halifax, HX3 8HX



## Inspection date

10 December 2015

Previous inspection date

24 August 2009

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management         |                      | Good | 2 |
| Quality of teaching, learning and assessment           |                      | Good | 2 |
| Personal development, behaviour and welfare            |                      | Good | 2 |
| Outcomes for children                                  |                      | Good | 2 |

## Summary of key findings for parents

### This provision is good

- All children, including disabled children and those with special educational needs, develop a strong sense of belonging in the very nurturing environment. Children are motivated and independent learners who enjoy their time at the nursery.
- The skills of individual key persons enable all children to form strong attachments with them. Children's emotional well-being is effectively supported. Personalised and flexible settling-in procedures are put in place which help children to feel secure.
- Staff are committed to working in partnership with parents which effectively contributes to children's care, learning and development. Parents speak very highly of the experiences that their children have at the nursery and how staff tailor support to meet their individual needs. Children make good progress.
- Partnerships with other professionals are very strong. Children's individual needs are recognised and effectively supported through well-planned interventions.
- The manager has developed a high-quality service for children. She implements a systematic approach to self-evaluation and to monitoring the provision. There are clear plans in place to develop a wider range of outdoor learning experiences for all children.

### It is not yet outstanding because:

- Teaching, sometimes, is not always focused on helping children to develop their mathematical understanding to the highest level.
- Occasionally, the organisation of group times for older children does not ensure that activities match their learning needs, interests and abilities.

## **What the setting needs to do to improve further**

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

- enhance the already good quality of teaching in mathematics and help children develop their understanding to the highest level
- provide more opportunities for activities for older children that match their learning needs, interests and abilities.

### **Inspection activities**

- The inspector observed play and learning activities in the playrooms and outdoors.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector spoke with the provider, manager, staff and children throughout the inspection.
- The inspector carried out a meeting with the manager and looked at a range of documents, including planning, observations and assessments of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector carried out a joint observation of practice with the manager.

### **Inspector**

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The safeguarding of children is given the highest priority and is of central importance in the nursery. Children learn how to keep themselves safe. The manager completes inductions and supervision sessions with staff to enhance their skills. The staff team is well trained and qualified and use their teaching skills to help promote good outcomes for all children. Staff consistently assess children's progress, plan next steps in learning and systematically track their learning and development. The manager regularly checks the progress children make in all seven areas of learning. The staff team is effectively deployed which helps to ensure that children are supported at all times. The manager displays thorough competence as a leader and ensures that legal requirements are fully understood and implemented by every member of staff.

### Quality of teaching, learning and assessment is good

Teaching is good. Staff, generally, provide interesting educational experiences that stimulate children and effectively promote their learning and development. Children concentrate well and demonstrate excellent hand control as they create seasonal pictures using a range of art materials. Staff build on children's interest in the sky at night and ask them thought provoking questions which challenge their thinking. This helps children to develop their understanding of the world. Staff promote children's communication and language development and literacy skills very well. Children enjoy a range of stories, they predict what comes next and skilfully use puppets to act out the songs they sing. Children have long periods of uninterrupted time to play, explore and consolidate their learning. Children are making good progress towards the early learning goals.

### Personal development, behaviour and welfare are good

Children are extremely happy and display good behaviour. The manager and staff have created an environment which celebrates diversity and helps children to develop a strong sense of belonging. Staff provide a learning environment which offers an extensive range of resources that children independently select. Children take part in challenging activities outdoors which help to promote their physical development and build their self-esteem and confidence. This also has a positive impact on children's understanding of nature and the world around them. Children enjoy meals which are tailored to individual dietary needs. Partnerships with schools are strong. Teachers visit the nursery to meet children prior to them starting school. Also, children visit the school with nursery staff. Information is shared about children's development which helps to ensure continuity in learning when the time comes for them to move on to school.

### Outcomes for children are good

Staff provide purposeful, planned and spontaneous experiences. These help all children, including disabled children and those with special educational needs, to make good progress from their starting points. Children are acquiring the skills, attitudes and dispositions they need for the next stage in their learning, including starting school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY251317  |
| <b>Local authority</b>             | Calderdale  |
| <b>Inspection number</b>           | 860337  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 11  |
| <b>Total number of places</b>      | 67  |
| <b>Number of children on roll</b>  | 134   |
| <b>Name of provider</b>            | Hipperholme Day Nurseries Limited   |
| <b>Date of previous inspection</b> | 24 August 2009  |
| <b>Telephone number</b>            | 01422 200123  |

The Hipperholme Private Day Nursery was registered in 2003. The setting employs 33 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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