

Gingerbread House Ltd

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



Inspection date

Previous inspection date

1 February 2016

20 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- There is effective partnership working with parents who receive good quality information. Staff work extremely closely with other professionals to support vulnerable children, disabled children and those with special educational needs.
- Children are happy and confident. They form secure emotional attachments to their primary carer and other nursery staff as a result of effective settling-in arrangements.
- Staff create a welcoming environment and the pre-school room is particularly vibrant, challenging and stimulating. Resources are organised well to support children's independent learning.
- Staff support and extend children's learning well. They continually observe and assess children and plan well for their interests and what they need to do next. Consequently, children make good progress.
- Staff model positive relationships, helping children to develop essential social skills for moving on to school.
- The providers and staff are very committed to improving the provision and have made good progress since the last inspection. There is effective self-evaluation which includes other professionals, parents and children and well-targeted action plans.

It is not yet outstanding because:

- Staff do not always make the best use of space. Young toddlers from the baby room frequently join up with children aged two years. This sometimes disrupts the more-able children's play, resulting in them lacking focus and engagement at times.
- Staff do not consistently exchange precise enough information with other providers to promote continuity for children.

What the setting needs to do to improve further

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

- improve the use of the baby room, in order to support the play and learning of two-year-old children with greater success
- strengthen partnership working with others to support children's transitions as they move between settings or leave for school, and promote continuity in their care and learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She also held a meeting with the nursery manager who is one of the owners of the nursery, and a local authority representative who has been supporting the nursery.
- The inspector completed two joint observations with the nursery manager.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and improvement plans, children's records, planning and evidence of the suitability of staff working in the nursery.
- The inspector took account of the written and verbal comments from parents.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

Leaders use many sources of information to review the nursery practice, leading to areas for improvement being successfully identified and addressed. Staff's varying qualifications have a positive impact on the provision. There has been a strong focus on monitoring and building on teaching and staff's knowledge through further training. This is proving successful in developing the quality of teaching across the nursery. Arrangements for safeguarding are effective. Access is closely monitored, hazards are effectively minimised and signs reinforce safe practices. Child protection issues are well understood. Parents are regularly informed about their children's progress and how they can support learning at home. They are also encouraged to share their child's Wow moments from home, in order for staff to add these to children's records of learning.

Quality of teaching, learning and assessment is good

Staff, especially those in the pre-school room, engage in lively dialogue with children and use skilful questioning. This motivates children, supports their thinking skills and sustains their active engagement. Younger children explore and investigate sensory media, such as ice, which ignites their natural curiosity. Children in the pre-school room show especially high levels of enthusiasm and motivation. Staff encourage them to speculate and test out their ideas and solve problems. Children delight in using the innovative home-made weighing scales, created with a coat hanger, string and tin buckets. Such activities effectively support children's mathematical skills. Young children delight in listening to stories and engaging in singing; activities which support their early communication skills. The pre-school room is rich in print and children self-register on arrival. These help to support their early reading and writing skills.

Personal development, behaviour and welfare are good

There is important information sharing between staff and parents as children settle which promotes their emotional well-being. This continues, for example, through daily diaries, face-to-face exchanges and information displays. Children are supported well as they move through the nursery. Older, more-able children are encouraged to do things for themselves, such as serve their own lunch and put on their coat. They behave extremely well and build strong friendships. They share ideas while playing with noodles and different utensils in the home corner or the outdoor mud kitchen. Staff sensitively support younger children's early understanding of boundaries and offer frequent positive reinforcements. Toddlers observe their peers with interest as they explore their environment. They smile in response to social interaction, for instance, during the relaxed mealtimes. Children's physical well-being is promoted well.

Outcomes for children are good

All children, including vulnerable children, disabled children and those with special educational needs, make good progress given their starting points and gaps in achievement are narrowing. Children have a positive approach to learning and acquire important skills that prepare them well for moving on to school.

Setting details

Unique reference number	EY404995
Local authority	Calderdale
Inspection number	1023036
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	34
Number of children on roll	38
Name of provider	Gingerbread House Ltd
Date of previous inspection	20 July 2015
Telephone number	01422 385 438

Gingerbread House Ltd was registered in 2010. The nursery opens Monday to Friday, 51 weeks of the year, closing only for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery employs six members of childcare staff. Of these, the manager holds Early Years Professional status, one member of staff holds a qualification at level 6, three at level 3 and one is unqualified. The nursery provides early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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