

Children's Place Halifax

The Poplars, Free School Lane, Halifax, West Yorkshire, HX1 2YE



Inspection date

15 February 2016

Previous inspection date

16 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- The management team has made positive changes since the last inspection. Detailed information about the specific language children use at home is now gathered and used to support learning. This fully supports their language development between the home and the provision.
- Staff receive good professional support and are enabled to access a range of high-quality training. This helps to develop their knowledge and skills, and improve the teaching and learning of children.
- Staff provide a clean, welcoming and interesting environment in which children learn. There are stimulating rooms for children to explore and cosy corners where they can relax with access to a good range of resources.
- Self-evaluation is successfully used to review the quality of the provision. Action plans are implemented, to swiftly address identified weaknesses and drive continual improvement. The views of parents and children are considered to ensure that planned developments are pertinent.
- Children are developing the skills and attitudes needed for their future learning. They are well prepared for their next stage of learning, including their move on to school.

It is not yet outstanding because:

- Staff do not gain detailed information from all parents about their children's learning at home, so that a more consistent approach can be established.
- The manager does not currently monitor the progress of groups of children as well as they do individuals, in order to robustly ensure they are all making the best possible progress.

What the setting needs to do to improve further

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

- maximise opportunities for all parents to share what they know about their children's learning at home and promote an even more effective, shared approach to their learning and development
- develop monitoring arrangements further to ensure any variations in the learning and outcomes of different groups of children are identified and addressed.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting and had discussions with the manager. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the group.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The nursery is led by a skilled and ambitious management team. Staff are well qualified and supervised effectively. They translate their knowledge into practice well, and deliver learning experiences that are matched to children's needs. Staff's practice is regularly observed and opportunities for professional development are discussed during supervision meetings. The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare and the manager has a clear understanding of her responsibilities. Recruitment procedures are robust and ensure that staff are suitably checked and vetted prior to their appointment. There are strong partnerships with other settings children attend. This helps to ensure that good information is shared regarding children's care and learning. Parents are very complimentary about the quality of care and learning their children receive.

Quality of teaching, learning and assessment is good

Overall, staff accurately observe and assess children's progress. This helps them to identify what children need to learn next and plan activities that support them to make progress. Staff place a strong emphasis on supporting children to acquire language and communication skills. They speak clearly and repeat key words and phrases. This helps all children, including those who speak English as an additional language, to develop these skills well. Children engage in a wide range of stimulating activities that motivate and excite them. For example, babies thoroughly enjoy feeling and tasting the ingredients when baking, while toddlers enjoy pummelling and squeezing play dough. A focus on developing early mathematical and literacy skills has helped to make sure children are well prepared, for their move on to school.

Personal development, behaviour and welfare are good

Staff are calm, caring and act as good role models. Children learn to share toys and play with other children. Children's independence is promoted well. They enjoy having the responsibility of spreading butter and jam on their toast at snack time and serving themselves at lunchtime. Children enjoy supportive relationships with the staff and are happy and secure. Their emotional needs are managed particularly well by their key person, especially during the settling-in stage. Moves between rooms and on to school are also supported extremely well and meet the children's individual emotional needs. Children have good opportunities to be physically active and enjoy opportunities to run, climb and explore a wide array of sensory and creative materials outside. Children learn to value the beliefs of others and they celebrate different cultural and religious festivals.

Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress. They are developing key skills in readiness for school. Any gaps in individual's progress are quickly identified and narrowed by each child's key person.

Setting details

Unique reference number	303834
Local authority	Calderdale
Inspection number	1027987
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	0 - 17
Total number of places	59
Number of children on roll	92
Name of provider	The Children's Place Ltd
Date of previous inspection	16 April 2013
Telephone number	01422 329 030

Children's Place Halifax was registered in 1997. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including the manager who holds appropriate early years qualifications at level 6. The nursery opens from Monday to Friday all year round, except bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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