

First Class Day Nursery

16a Portland Street, HUDDERSFIELD, West Yorkshire, HD1 5PB



Inspection date

5 April 2016

Previous inspection date

18 July 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

- Leaders and managers are keen to continually improve the nursery. Effective self-evaluation includes the views of parents, staff and children. Actions taken to address weaknesses are well planned and successfully implemented.
- An effective programme of professional development is helping all staff to improve their knowledge, understanding and practice. Through effective systems for supervision and performance management, staff are monitored regularly and the quality of teaching is consistently strong.
- Staff provide a stimulating and welcoming environment, both indoors and outdoors. Children are motivated by enthusiastic staff, who provide them with a wide range of interesting activities. They make good progress and are keen learners who enjoy investigating and solving problems.
- Parents are kept well informed about their children's ongoing progress. The nursery provides them with lots of opportunities to stay and play with their children and experience the nursery environment.
- The key-person system now works very effectively. Individual care routines for the youngest children are supported very well by caring and attentive staff. For example, babies enjoy their bottle of milk in a quiet area, while having a cuddle with their key person.

It is not yet outstanding because:

- Staff do not make the most of opportunities to promote children's home languages.
- Although staff in the pre-school and toddler rooms gather information about children's starting points when children enter the nursery, information about each baby's stage of development is not always obtained. As a result, staff in this room cannot plan to target children's individual learning needs from the start.

What the setting needs to do to improve further

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

- consistently obtain information about each baby's level of development on entry to the nursery, and plan for their individual learning needs from the outset
- take advantage of more opportunities to promote children's home languages within the nursery.

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 completed joint observations with the nursery deputy manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of current child protection issues. There is a clear focus for staff training. Regular supervisions and self-evaluation, help staff to reflect on their own practice. They are a well-qualified team. They work well together to deliver an interesting and varied educational programme that promotes children's good progress in all areas. Targeted action plans have been developed with the involvement of staff and parents. A strong ethos of teamwork supports the drive for continual improvement. Robust monitoring of children's progress quickly identifies strengths and any gaps in children's learning. Staff work very successfully with outside agencies to support children who have special educational needs.

Quality of teaching, learning and assessment is good

Accurate observations and ongoing assessments of children's development, provide staff with information about each child's individual needs. Staff provide experiences that capture children's interests and inspire them. Staff's enthusiasm and high-quality teaching motivates children to question and think critically. They explore time as they look at sequences of events. They develop their mathematical skills. For example, they begin to recognise numbers and understand weights and measures. Children develop their understanding of technology in a variety of ways. They competently complete puzzles using interactive equipment. Children develop early literacy skills. For example, they learn that information comes in a variety of forms, such as recipe cards.

Personal development, behaviour and welfare are good

Parents comment that staff are very supportive and are knowledgeable about the children. Children develop a thorough understanding of where their food comes from. They are involved in growing their own food and use the ingredients to prepare meals. They learn about change and decay. For example, they watch how materials decompose as they make compost. Staff support them to understand and manage their own feelings. Staff promote children's developing independence well. Children learn to dress themselves and use the toilet independently.

Outcomes for children are good

Children freely access a wide range of resources and make choices about their play. They show pride in their achievements and demonstrate high self-esteem. This helps them to become confident individuals and successful learners. They build secure relationships with adults. They thoroughly enjoy each other's company and make firm friendships. Children develop very good language skills and are confident to initiate conversations and share their knowledge. Children are learning to respect and embrace each other's differences. They develop a good understanding of their culturally diverse community. For example, they visit the local mosque and Sikh temple. They experience a wide range of activities that successfully teaches them about people in the wider world. All children are making strong progress from their initial starting points and are attaining the skills they need for their future learning, including school.

Setting details

Unique reference number	EY456971
Local authority	Kirklees
Inspection number	1028832
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 - 4
Total number of places	77
Number of children on roll	121
Name of provider	First Class Nursery (Huddersfield) Limited
Date of previous inspection	18 July 2013
Telephone number	01484 437189

First Class Day Nursery was registered in 2012. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

