

# Wellholme Park Children's Centre Nursery



Wellholme Park Children's Centre, Wellholme, Brighouse, HD6 4AF

<b>Inspection date</b>	29 April 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- There is a superior awareness of safeguarding issues and staff's collaborative working with other key agencies is exemplary. Staff have regular training and updates from management and the lead staff member, who attend regular meetings. Staff can also easily access information displayed on a designated safeguarding noticeboard.
- Staff have high aspirations for all children. Their firm belief that all children are competent learners leads to an exceptional commitment to inclusion. They remove barriers to learning and establish first-class partnership working. This means that all children make excellent progress from their starting points.
- Staff model excellent social skills, which has a positive impact on children's behaviour and friendships. Children enjoy negotiating and sharing ideas and are very helpful.
- The nursery has an exceptional commitment to improving children's health and well-being. As part of this, the nursery is currently involved in an award scheme. This helps instil excellent early food habits through practical and engaging cooking and growing activities and food-based learning.
- There are first-class systems for engaging parents. Prior to meticulously planned settling-in visits, extensive information is exchanged during home visits. This contributes significantly to families building trusting relationships with staff and children developing secure attachments. Excellent communication continues thereafter.
- Children show high levels of motivation, curiosity and creativity and their learning is significantly enhanced because of staff's high-quality interaction. Children demonstrate a superb approach to learning as they move around freely in a rich and stimulating environment. Care routines promote children's independence exceedingly well.

## What the setting needs to do to improve further

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

- develop even greater monitoring of new staff's practice, so that this is precisely focused to improve their quality of teaching more rapidly, and to the level of other staff's outstanding practice.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following a notification from the provider of a serious accident involving a child in the nursery.
- 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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and children's centre manager.
- The inspector looked at relevant documentation, such as, the nursery's self-evaluation and improvement plans, children's records of learning and planning and evidence of the suitability of staff working in the nursery.
- The inspector viewed written feedback from parents and children. She also spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Following a recent serious accident, Ofsted were notified and leaders and managers carried out a full investigation into the circumstances. They found that the accident was unavoidable. However, they have reviewed all associated comprehensive and rigorous policies, procedures and risk assessments. This ensures that staff remain highly vigilant and continue to implement stringent safety practices. Staff's knowledge of child protection issues is reinforced superbly. They take part in quizzes and discuss monthly safeguarding questions and scenarios. Access to the centre and nursery rooms is monitored superbly. Extensive self-evaluation continually targets and monitors areas for development with outstanding success. There is excellent consultation with parents and children, whose comments are evaluated and displayed.

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

The highly qualified staff team and strong focus on training, clearly contribute to the high-quality provision. Key staff have lead roles in developing and overseeing specific initiatives, significantly enhancing teaching, learning and care practices. Priority is now being given to monitoring and supporting new unqualified staff. There are exemplary arrangements for supporting children's communication and language. This is particularly relevant to the needs of a significant number of children who attend. All age groups show high levels of engagement because of an extensive range of inspiring and innovative activities and creatively set up areas. These include excellent use of print. Parents are highly engaged in children's learning, for instance, through workshops, group activities, extensive displays and innovative home-learning resources.

### Personal development, behaviour and welfare are outstanding

Transitions are meticulously planned. This fosters children's continued sense of security as they change rooms, move between settings or leave for school. Children's well-being is continually monitored and innovative systems encourage children to share and manage their feelings. Children develop high levels of confidence and self-esteem, helping with tasks, such as serving their own lunch and preparing snacks. Children eagerly talk about their extra 'helper' role as a fire marshal. Children have free access to outdoors and a lower garden provides particularly rich experiences. Excellent menus are developed using nutritional advice and guidance, local produce, fresh ingredients and the views of parents and children. Recipes are readily available.

### Outcomes for children are outstanding

All children make consistently high rates of progress and are extremely well prepared for moving on to school. Any gaps between the attainments of groups of children are closing. This is because of meticulous monitoring and analysis of children's progress, early intervention and comprehensive programmes of support. Children thoroughly enjoy self-chosen tasks. They play collaboratively and learn to value and celebrate difference superbly. The older, most able children create their own photograph booklet about what makes them proud.

## Setting details

<b>Unique reference number</b>	EY488177
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1049578
<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 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	104
<b>Name of provider</b>	North Halifax Partnership Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01484 714768

Wellholme Park Children's Centre Nursery was registered again in 2015 due to a change of organisation. The nursery employs 14 members of childcare staff. Of these, 11 staff members hold an appropriate early years qualification; two are at level 2, six are at level 3 and one is at level 6. There is one staff member who holds early years teacher status and one staff member who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs or disability and those who speak English as an additional language.

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