

Cornfields Day Nursery

Cornfield Kindergardens, 20 Bridge Street, Slaithwaite, HUDDERSFIELD, HD7 5JN



Inspection date

9 May 2016

Previous inspection date

27 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff are aware of children's interests and include these in the varied range of activities and topics provided for them. The progress of individual and groups of children is carefully monitored and any gaps in children's learning are quickly identified. This enables all children to make good progress from their individual starting points.
- Staff have a good understanding of the individual needs of their key children. Children form secure attachments early in their care and receive the reassurance they need to settle into nursery. This helps to promote their emotional well-being.
- Partnerships with other professionals are highly effective. There are excellent systems for sharing information about children who have special educational needs or disability. As a result, individual programmes of learning support these children very well.
- Staff give parents ideas of how to extend their children's learning at home and talk to them regularly regarding their child's progress. Parents speak highly of the nursery and of the support put in place to improve outcomes for their children.
- The ambitious owners are supported by a dedicated and knowledgeable management team. The commitment to continuous improvement is evident in their enthusiasm for the nursery and the clear, ongoing action plans for future progress.

It is not yet outstanding because:

- Staff do not always provide enough opportunities for babies and toddlers to fully build on and extend their vocabulary or develop their thinking skills.
- Although performance management arrangements are in place, these do not yet focus sharply on supporting all staff to raise the quality of teaching and children's achievements to the highest level.

What the setting needs to do to improve further

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

- provide children in the baby and toddler rooms with more opportunities to extend their growing vocabulary and to develop their thinking skills
- strengthen the evaluation of staff teaching so that specific areas for improvement for individuals can be identified and supported through targeted professional development.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager and deputy managers and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed evidence of the suitability, qualifications and recent training of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify any concerns about a child and which agencies any concerns should be reported to. Overall, staff are well qualified and benefit from regular supervision meetings with the manager. Staff carry out effective risk assessments of all areas used by children. Children are supervised at all times during their play. The manager and staff work in partnership with teachers in local schools and other early years providers. This helps to promote continuity in children's care and learning when they move to other settings or school. The views of parents, children and staff are taken into account and considered in the nursery's self-evaluation process and their ideas and suggestions are welcomed.

Quality of teaching, learning and assessment is good

Staff carry out observations and make assessments of children's progress to identify their next steps in learning. They carefully plan a wide range of age-appropriate activities to challenge children and capture their imagination. Babies are fascinated as they explore and experiment with cornflakes, pine cones, jelly and insects in ice cubes. Toddlers enthusiastically use spades and wheelbarrows to move soil around and make mud pies in the outdoor garden before going on a bug hunt with small nets. Older children develop their mathematical skills as they explore weights and measures using water and coins. Staff play alongside children who are motivated and have fun. They enjoy using rulers to measure the length of their caterpillars and confidently discuss how they will change and become a butterfly.

Personal development, behaviour and welfare are good

Children are confident to make choices about their play in the well-resourced environment. Staff are very positive and celebrate children's achievements. Children talk about their own families and friends and staff promote children's understanding of their local community and the wider world. Children learn about healthy lifestyles through their daily experiences. They eat healthy snacks and meals and enjoy being physically active. Young children enjoy playing outdoors in the sand and water trays and using bricks and crates to construct buildings. Older children enjoy pressing and squeezing shredded paper and coloured water together to make their own paper. They learn to manage their own care needs successfully. Children respond positively to the reminders that staff provide about the expectations for good behaviour. This helps them to keep themselves and others safe. Children behave well and demonstrate kindness towards each other.

Outcomes for children are good

Babies and young children demonstrate a real sense of ownership in the nursery environment, confidently accessing resources and different play areas. They are eager to explore, inquisitive and quickly become keen learners. Older children develop problem-solving skills and learn to be independent. They are working comfortably within the range of development typical for their age and are developing the key skills they need for the future. All children make good progress in relation to their starting points and are becoming well prepared for the move to school.

Setting details

Unique reference number	EY358944
Local authority	Kirklees
Inspection number	849576
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	75
Number of children on roll	140
Name of provider	Cornfields Day Nursery Ltd
Date of previous inspection	27 February 2012
Telephone number	01484 846372

Cornfields Day Nursery was registered in 2007. The nursery employs 17 members of childcare staff. Of these, three hold an appropriate early years qualification at level 2, 11 at level 3, one at level 4, one at level 6 and one holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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