

# Halesfield Day Nursery Centre

Unit J, Halesfield 22, Telford, Shropshire, TF7 4QX



## Inspection date

22 December 2016

Previous inspection date

10 September 2013

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| 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 constantly gather the views of parents and children about the quality of the nursery. Pre-school children are part of the children's committee and staff respond with interest to children's comments and ideas. This helps develop their confidence and self-esteem. Parents add their views and comments to children's learning journals, progress checks and questionnaires.
- Staff work well to extend the partnership working with other early years settings the children attend. They exchange information to further promote consistency in children's learning. Children make good progress.
- Staff support children's vocabulary well. They give children time to think for themselves and respond to allow them to express their thoughts.
- Children are happy and enjoy their time at the nursery. Individual settling-in procedures help children to feel safe and secure when they first start. This supports their emotional well-being successfully.

### It is not yet outstanding because:

- Staff in the baby room do not consistently encourage children to develop their physical skills as well as possible, in relation to becoming mobile.

## What the setting needs to do to improve further

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

- enhance the focus on helping children to develop their physical skills, in relation to becoming even more mobile in the baby room.

### Inspection activities

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

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know and understand their roles and responsibilities. They are very confident about the procedures to follow if they have any concerns for a child's welfare. Staff are alert to indicators of concern and prevent children being drawn into situations that put them at significant risk of harm. The manager supports staff effectively to develop their skills and knowledge, and to make continuous improvements. Staff recently learned sign language to help support all children's communication and language skills. The management team uses its experience and qualifications to evaluate and constantly make improvements to the nursery. Staff place a strong focus on keeping children safe. They supervise children effectively and make regular risk assessments of the environment to ensure hazards are minimised or removed.

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

The well-qualified staff complete meaningful observations and assessments of children's development. They use this information to plan for next steps in the children's learning. Staff provide children with good opportunities to develop their thinking skills. One example of this is 'Listen with Lucy' time for the younger children which helps support their ability to focus and listen. Staff provide plenty of opportunities for children to develop their creative skills and imaginative play. Children explore texture and notice change when looking at frozen peas. Staff encourage the children to think about how the pea grows in a pod, linking this to healthy eating. Younger children enjoy washing the dolls and staff skilfully develop and introduce new words to them about body parts.

### Personal development, behaviour and welfare are good

Staff provide older children with opportunities to develop their physical well-being. Children regularly play indoors on the soft-play equipment and have daily outdoor play. Pre-school children enjoy weekly visits to a Forest School that helps them develop their understanding of the world around them. Staff teach children to develop good hygiene practices and to eat healthily. Staff in the baby room encourage younger children to wash their hands after nappy changes. Younger children confidently use the mirror in their room to see how to wipe their nose and clean their own face after mealtimes. Children's behaviour is good. Staff are positive role models who give consistent guidelines with lots of visual prompts. They help children to learn about respect, acceptable behaviour and being kind to their friends.

### Outcomes for children are good

All children make good progress from their starting points. Children develop the skills they need in readiness for school. They enjoy exploring different ways to develop their early writing skills and to recognise familiar words, such as their names. Children eagerly write letters to Santa, putting these into envelopes and posting them in the box. Older children manage their own personal care and younger children are learning to feed themselves. Children play cooperatively alongside each other and are developing good social skills.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 208203  |
| <b>Local authority</b>                           | Telford & Wrekin                                    |
| <b>Inspection number</b>                         | 1063684   |
| <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 |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 56  |
| <b>Number of children on roll</b>                | 55  |
| <b>Name of registered person</b>                 | Halesfield Day Nursery Centre                       |
| <b>Registered person unique reference number</b> | RP522279  |
| <b>Date of previous inspection</b>               | 10 September 2013                                   |
| <b>Telephone number</b>                          | 01952 583848  |

Halesfield Day Nursery Centre was registered in 1989. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including two with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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