

# Field Lane Children's Centre Nursery

Field Lane Primary School, Burnsall Road, Brighouse, HD6 3JT



**Inspection date** 10 February 2017  
Previous inspection date 31 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 have a very secure knowledge of the safeguarding policy and procedures. They fully understand what to do if they had a concern about a child, another member of staff or the managers. This enables children to be kept safe.
- Staff have built up excellent working relationships with parents. Before children start, staff visit the children at home. They talk to parents and find out useful information about the children. As a result, staff know the children and their families very well.
- Managers and staff form a strong team. They work well together and make effective use of external support to evaluate their teaching practice. Staff liaise closely with other health professionals and encourage families to use services at the children's centre. This ensures that children are given the support they need, as early as possible, to maximise their learning potential.
- Children are happy, settled and reassured as they talk to staff. Children are learning to form close friendships with other children, and are confident to talk to adults. This closeness supports children to make good progress in their learning and development.

### It is not yet outstanding because:

- Staff are aware of children's ongoing interests through observations and discussions with parents. However, staff do not always act upon the children's immediate interests or moments when children become curious about resources or the environment.
- Staff are not making full use of the outdoor play space to respond to children's individual needs and promote children's learning and development.

## What the setting needs to do to improve further

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

- support staff to improve their quality of teaching; ensure that they understand how to respond to children's immediate interests to enable children to improve their learning outcomes and make the best progress possible
- improve opportunities for children to have fresh air, be physically active, play and learn outdoors to ensure better learning outcomes.

### Inspection activities

- The inspector observed activities in the playroom as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the local health visitor.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and improvement planning documents.

### Inspector

Lois Wiseman

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff have taken appropriate action to address weaknesses identified at the last inspection. Staff feel well supported and are now more focused on improving their everyday practice. Newer members of staff are given every chance to learn from more senior staff. Managers provide plenty of training opportunities for staff to develop and consider working towards a higher qualification. This helps to improve the quality of teaching and outcomes for children. Recruitment and induction procedures are robust and ensure that children are kept safe. The safeguarding arrangements are effective. The safeguarding lead meets with members of her organisation to share best practice. Staff understand local safeguarding procedures and discuss children and their families regularly to share any concerns. As a result, children are fully protected.

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

Managers monitor the quality of the activities, teaching and the checks staff make on the children's progress on a regular basis. Staff value parents as partners in children's learning and celebrate children's achievements together. Staff provide parents of children between the ages of two and three years with a written summary of their child's progress. These checks are then shared with the health visitor and used to identify how to support children to move on to their next stage in learning. Staff model language to reinforce different concepts, for example, of up and down. Staff repeat words and make short sentences to help children with speech and language difficulties. Staff ask questions and make reference to children's own experiences. This helps children to understand new words, develop their language skills and talk to others with increasing confidence. Children can access a wide variety of resources in a bright and exciting environment.

### Personal development, behaviour and welfare are good

Staff attend to children's care needs very sensitively and follow hygiene procedures consistently. Staff promote healthy lifestyles; children enjoy a wide choice of healthy foods and drink. Staff promote the development of language to describe emotions. As a result, children understand that their feelings are important. Staff encourage children to make decisions and to do things for themselves. This helps children to become independent. Staff work with children in small groups, using props to support the activities. This helps to engage the children and encourages them to take turns and share. Staff manage behaviour well and praise the children for their efforts. Children who have special educational needs and/or disabilities are supported well. Staff liaise with the speech and language therapist to provide children with activities to do at nursery and at home.

### Outcomes for children are good

All children make good progress from their starting points, including those who receive additional funding. Children explore their environment with energy and show satisfaction as they roll cars down pieces of guttering. They use their senses as they cut into red peppers and crunch them in their mouths. Children enjoy getting dirty hands as they play with sand or paint. Staff liaise well with staff from the school nursery to prepare children for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY482583
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1083193
<b>Type of provision</b>	Sessional 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>	2 - 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	North Halifax Partnership Limited
<b>Registered person unique reference number</b>	RP903426
<b>Date of previous inspection</b>	31 October 2016
<b>Telephone number</b>	01484 386621

Field Lane Children's Centre Nursery was registered in 2014. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery operates from 9am to 4pm, Monday to Friday, during term time only. It provides funded early education for two-year-old children.

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