

Elland Day Nursery

Northgate, Elland, West Yorkshire, HX5 0RU



Inspection date

20 February 2017

Previous inspection date

17 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Staff closely monitor what children know and can do, effectively planning for their next steps in learning, incorporating children's interests. This contributes to the good progress children make. This is strengthened by staff's enthusiastic interaction and effective partnership working and channels of communication with parents and others.
- Children aged two years have ample opportunities to develop creativity and explore their own ideas in their interesting and well equipped designated arts and craft room.
- Babies and children develop strong attachments with staff because of effective settling-in programmes and nurturing care routines. These are personalised to children's individual needs, which helps to foster their emotional well-being. Staff support children's move within the nursery and to school well.
- Children's safety and physical well-being are promoted effectively.
- Staff are good role models. They teach children essential early social skills, which is reflected in children's positive and kind behaviour.
- The provider effectively evaluates the nursery provision incorporating everyone's views. This evidences their strong commitment to continuous improvement and contributes to the good progress made since the last inspection.

It is not yet outstanding because:

- Staff do not always provide the highest levels of challenge for the most able toddlers in the baby room or optimise opportunities for them to explore and develop their own ideas.
- The monitoring of staff's practice is not yet rigorous enough to precisely identify how teaching can be improved 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 greater levels of challenge to support the most able toddler's learning during child-led play and enhance opportunities for them to explore and develop their own ideas
- provide more precisely focused monitoring of staff practice that improves teaching to the highest level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and providers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff create a safe and secure environment. They demonstrate safe practices, such as closely monitoring sleeping babies and toddlers. Staff have a secure knowledge of all aspects of child protection and work closely with others to keep children safe. Strong links with other early years professionals is just one of the many ways the providers reflect on practice. Staff are actively involved. They create development plans for their rooms, for instance. Parents are consulted on many aspects of the nursery, for example, through questionnaires. Action taken as a result of their suggestions is clearly displayed. Staff qualifications have an overall positive impact on outcomes for children. There is continued professional development, for instance, through workshops and various training, which helps maintain good quality teaching.

Quality of teaching, learning and assessment is good

Children working below the expected levels of development for their age are identified and supported well at an early stage. As part of this, one-to-one support is provided for children who have special educational needs and disabilities and staff develop strong links with other professionals. Staff share children's progress and achievements with parents, for example, through parents' evenings, diaries and information boards. They fully involve parents in their children's learning through home learning resources, for instance. Babies delight in investigating sensory objects and pop-up toys and two-year-old children investigate glittery foam with intrigue. Staff engage themselves in children's play, using overall good teaching techniques to build on children's learning. They promote children's early communication well, including those who speak English as an additional language.

Personal development, behaviour and welfare are good

Staff greet families warmly and create a welcoming environment. Children, including new babies, are confident, happy and settled. Staff gather detailed information for each child on entry, to meet their individual needs. They carry out their own key child's care routines, strengthening their sense of security. Staff sensitively support younger children in learning to share and take turns and use effective reward systems with the oldest, most able children. Staff in each room display their own celebration boards to acknowledge children's individuality and achievements and help children to learn about difference. Visitors from the emergency services, for instance, help children to learn about staying safe. Children have ready access to fruit and water and enjoy hearty and nutritious freshly prepared meals. This helps to promote their understanding of healthy lifestyles.

Outcomes for children are good

All children make good progress from their starting points. This includes children for whom the nursery receives additional funding. Children are developing skills that prepare them for moving on to school. They are independent, motivated and eager to join in with activities. They form early friendships and play collaboratively, enthusiastically looking for treasure outdoors, for instance. They develop early literacy and mathematical skills while drawing a large treasure map and counting their pieces of treasure.

Setting details

Unique reference number	EY287489
Local authority	Calderdale
Inspection number	1084573
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	58
Number of children on roll	53
Name of registered person	Little People (Elland) Ltd
Registered person unique reference number	RP524603
Date of previous inspection	17 March 2016
Telephone number	01422 370818

Elland Day Nursery was registered in 2004. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications; two are at level 2, seven are at level 3, one is at level 4, one is at level 5, one is at level 6 and one of the providers, who works at the nursery, holds early years professional status. The nursery is open each weekday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs and disabilities.

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