

# Heatherfield Day Nursery

1-3 Heatherfield Road, Marsh, Huddersfield, West Yorkshire, HD1 4QP



## Inspection date

20 March 2017

Previous inspection date

31 January 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 work well with a wide range of other professionals to support children who have special educational needs and/or disabilities. The premises are adapted to help children be fully included in all areas, such as a stair lift and raised trays for playing. One-to-one support ensures this group of children have high levels of support at all times.
- The nursery promotes a strong sense of community. Parents and children are involved in the evaluation of the nursery and suggestions for change are embraced. As a result of their feedback, the provider has extended their opening hours and puddings at mealtimes have been replaced with a healthy starter.
- Assessments of children's progress are detailed and accurate. Groups of children are monitored to identify any gaps in teaching or learning. Parents are encouraged to share information about their children's learning at home. Children add items of work and photographs to their progress record. They show pride in their achievements.
- Pre-school children are involved in developing rules for the nursery. Their good behaviour shows that they feel safe. Children gain an understanding of risk through activities that encourage them to explore their environment. For example, they negotiate obstacle courses made from crates, tyres and planks.

### It is not yet outstanding because:

- Information about children's next steps in learning is not always shared effectively between staff. This means not all children continue to receive high levels of support when their key person is occasionally absent from the setting.
- Staff do not make the most of opportunities to extend children's understanding of weight and measure.

## What the setting needs to do to improve further

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

- strengthen arrangements for sharing information about children's learning so that all children continue to receive high levels of support on the few occasions when their key person is absent from the setting
- provide more rich and varied opportunities for children to explore weight and measure.

### 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 provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider ensures that staff have a good understanding of their responsibilities for keeping children safe. They understand how to manage and minimise risks to children without limiting opportunities for their development. Child protection policies and procedures, including safer recruitment, are implemented successfully. The provider monitors the practice of the well-qualified staff team. Plans for their future development help them to continually improve their knowledge and skills. The curriculum is evaluated to ensure it has sufficient depth, range and challenge to help children make good progress in all areas. Additional funding for those children who need it is used very well to narrow gaps in outcomes. The provider has a good understanding of the changing needs of the community and they continually review and adapt their provision to meet those needs.

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

Staff have a good level of understanding of how children develop. Ongoing assessment of children's progress provides key persons with information about each child's individual needs. Staff use highly effective strategies to support children who have difficulties in communicating. For instance, they skilfully use sign language, facial expression and physical gestures to promote the children's understanding of language. Children use musical instruments to explore a variety of sounds. Staff plan times when they can sing with babies, encouraging them to join in. They provide resources that help them to explore with their senses. They encourage them to make marks and to squeeze and feel media, such as paint, wet sand, cornflour and dough.

### Personal development, behaviour and welfare are good

The resourced and well-organised indoor and outdoor areas provide children with good opportunities to independently investigate and explore. Parents comment that the, 'whole nursery has a lovely vibe' and staff always have time to talk to them. Staff support children to understand and manage their own feelings. Mealtimes are planned well. Staff use the time to sit with children and talk to them about their family and friends. Staff fully promote children's developing independence in personal care routines ready for the move to school. Children investigate the different effects that the weather has on the outdoor environment. For example, they discover that there are worms underneath logs where it is wet and dark.

### Outcomes for children are good

All children make good progress from their starting points. They make choices about their play, which helps them to become self-assured and confident learners. Children are learning to respect and celebrate each other's differences. They develop an understanding of diversity through a range of activities that teaches them about people in the wider world. They develop their understanding of literacy and mathematics. For instance, children enjoy visiting the library to choose their own books. They take photographs of words and numbers in the outdoor environment.

## Setting details

<b>Unique reference number</b>	EY451730
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1066206
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Heatherfield Day Nursery Limited
<b>Registered person unique reference number</b>	RP904386
<b>Date of previous inspection</b>	31 January 2013
<b>Telephone number</b>	01484 546632

Heatherfield Day Nursery was registered in 2012. The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year around. 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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