

Providence Day Nursery

Providence Street, Elland, Halifax, HX5 9DL



Inspection date

23 March 2017

Previous inspection date

14 April 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 tailor their teaching and carefully plan activities to meet children's individual needs and interests. This encourages children to take part and supports their learning and development.
- Staff work effectively to engage parents in their child's learning. Staff encourage parents to share information about what their child enjoys, knows and can do before they start attending the nursery. This ensures staff know how to support each child to settle in and make good progress.
- Robust safe recruitment processes are followed to ensure only those who are suitable and appropriately skilled work with the children.
- Children are very confident and secure in their surroundings. This is because staff take time to get to know the children and develop strong relationships with them.
- Staff promote children's independence through well considered every day activities which increases their self-confidence. For example, carrying a tray with lunch on it.

It is not yet outstanding because:

- The written safeguarding policy does not accurately reflect the procedures that leaders and staff would follow, and the action they would take in practice.
- Current systems to evaluate the effectiveness of the setting are not sufficiently robust. Consequently, leaders are not clear what precisely needs to be done to achieve the outstanding standards the setting are working towards.
- Staff do not routinely discourage young children from using dummies for prolonged periods in the day, to minimise risks of speech and language delay and dental concerns.

What the setting needs to do to improve further

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

- ensure the wording of the safeguarding policy clearly reflects the procedures staff know to follow and the action to take should they have concerns about children's welfare and when allegations are made against staff
- ensure staff fully understand the impact on children's health and development of using dummies for long periods of time and work with parents to address this
- enhance the arrangements for self-evaluation in order to robustly identify and address areas for development.

Inspection activities

- The inspector observed a range of activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the written views of parents.
- The inspector held meetings with the nominated person, manager and talked with children and staff, including key persons at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, which included evidence of the staff's suitability checks, the safeguarding documentation and children's observation, assessment and planning records.

Inspector

Dawn Woodhouse-Wykes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in their knowledge of what to do if they have a concern about a child in their care. Leaders have an enthusiastic vision for the nursery and support staff well to develop their practice and skills. Leaders undertake observations of staff, which contribute to the monitoring of their practice and help to improve the quality of their teaching. Staff have regular one-to-one supervision meetings with the manager and annual appraisals. A thorough induction programme supports all new staff to understand their roles and responsibilities well.

Quality of teaching, learning and assessment is good

Children enjoy singing along to familiar songs and rhymes and engage in sessions with a dance teacher, promoting their physical and language development. Staff use everyday events as opportunities to promote children's learning. For example, they count with children as they line up to go out to play and continuously use mathematical language in their activities such as bigger, smaller and longer. The good modelling of language helps develop children's vocabulary. For example, staff repeat the correct pronunciation of words to older children and introduce new words for the younger children to copy.

Personal development, behaviour and welfare are good

Staff encourage children to challenge themselves and gain independence in everyday activities. For example, during lunch time, children serve their own meals and use cutlery skilfully. Children show excellent behaviour, patience and good manners. Younger children are enabled to tackle larger outdoor play equipment with confidence. Staff respond well to children's behaviour by helping them to resolve conflicts, share and be kind to their friends. Key persons understand their key child's needs well. For example, a key person built on a child's interests to ensure they were settled and engaged on arrival at the nursery. Arrangements are made to share observations about key children with other staff, ensuring all staff have a good awareness of children's developing needs.

Outcomes for children are good

Children make good progress in their learning and development, from their starting points. Older children are confident about demonstrating their good mathematical skills. Children learn good skills in readiness for their move on to school. They are able to put on coats and shoes without assistance. Appropriate challenges are put in place to ensure children continue to develop during their time in the nursery. The staff provide sessions in the focus room, which engages children with more structured learning in preparation for school. Children's future learning is supported by the information staff provide to schools about the children.

Setting details

Unique reference number	EY250298
Local authority	Calderdale
Inspection number	1074345
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 - 5
Total number of places	54
Number of children on roll	61
Name of registered person	Providence Day Nursery Limited
Registered person unique reference number	RP910820
Date of previous inspection	14 April 2016
Telephone number	01422 379300

Providence Day Nursery was registered in 2010. The setting employs 8 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday all year round. Sessions are from 7.00am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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