

Huggies Day Nursery

Old Hall Drive, Bradwell, Newcastle, Staffordshire, ST5 8RQ



Inspection date

28 July 2017

Previous inspection date

3 March 2015

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

- The manager places a strong focus on ensuring safeguarding issues are given a high priority. There are effective systems in place to share information with other professionals working with children and their families to secure their welfare.
- Staff work closely with parents and collate detailed information about their children's development and care needs. This helps staff swiftly identify any gaps in children's learning and seek early intervention and support to help children make good progress.
- The outdoor area is very popular with children and staff place a good focus on ensuring children have plenty of opportunities to be active in the fresh air.
- Staff use a good range of teaching strategies to promote children's communication and language skills. They make whole group sessions fun and place a strong focus on encouraging children's listening and speaking skills.
- Staff develop close relationships with children and there are strong systems in place to promote children's emotional well-being when they move on to another room.

It is not yet outstanding because:

- Staff do not always set very precise targets in children's learning or provide highly challenging activities to help them make the very best possible progress.
- Staff caring for children, from one to under two years, do not always make the very best use of the available resources to ignite the children's curiosity and engage them.
- The monitoring of staff practice is not specifically focused on evaluating staff's teaching skills to continually drive the quality of these 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:

- set very precise targets in children's learning so that every child undertakes highly challenging activities to help them make the very best possible progress
- make even better use of the available resources for children, aged from one to under two years to help ignite their curiosity and engage them even further
- focus more precisely on monitoring and evaluating staff's teaching skills to continually drive the quality of 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 carried out a joint observation with the deputy.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The new manager, since the last inspection, and deputy are clearly motivated to continually develop the service offered. They regularly consult with staff, parents and children to further identify any areas for development. This information is used well to adapt the service and the experiences on offer. Arrangements for safeguarding are effective. There are robust vetting and induction procedures in place to ensure staff are suitable to work with children. Staff's ongoing suitability and safeguarding knowledge are regularly assessed to ensure children are safe and their welfare promoted. All staff have a secure understanding of child protection issues, including wider safeguarding issues. For example, signs of children and adults being drawn into extreme views and how to keep children safe on the internet.

Quality of teaching, learning and assessment is good

Staff regularly observe children and use their interests well to provide a good range of experiences to help them learn, overall. They use children's first-hand experiences to motivate them. For example, a topic about the beach is used well to encourage children to bring in their holiday photos and talk about their experiences. They create their own passports and staff indulge their imaginative play on the pretend beach created. The role-play areas are often used as a secure base to help children learn. For example, staff have created a camp and camp fire to encourage children to act out what they know. Staff place a good focus on mathematical learning and promoting children's literacy skills during morning registration. Staff focus help on children with special educational needs and/or disabilities and they are fully included in activities to help them make progress.

Personal development, behaviour and welfare are good

The meals are healthy and nutritious, freshly prepared on the premises and enjoyed by children. Staff talk to children about what they eat and which foods are good for their bodies. Children learn about the role of the emergency services and have meaningful experiences to learn about them. For example, a visit from the police along with a police dog quickly captured their interest. Staff place a strong focus on helping children learn about their emotions and talk about their feelings. For example, children are keen to look at the emotions cards and create happy, sad and shocked faces. Staff caring for babies create a calm and relaxed environment and provide plenty of opportunity for them to freely move and explore their environment.

Outcomes for children are good

All children, including those receiving additional funding and those who speak English as an additional language, make good progress from their starting points. Children are well prepared for school. Children enjoy counting, recognising shapes, colour and exploring size. Children show a real interest in musical instruments and the sounds they make and thoroughly enjoy singing sessions. Children learn to value others' cultures and differences within the group, such as the languages they speak. Children show an interest in the natural world and learn to be kind to the insects they find and consider others' feelings.

Setting details

Unique reference number	EY313554
Local authority	Staffordshire
Inspection number	1092449
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 - 12
Total number of places	107
Number of children on roll	126
Name of registered person	Huggies Day Nursery Limited
Registered person unique reference number	RP910060
Date of previous inspection	3 March 2015
Telephone number	01782 799 440

Huggies Day Nursery registered in 2005. It operates from the Bradwell area of Newcastle-under-Lyme. The nursery opens 7.30am until 6pm, Monday to Friday all year round except for one week at Christmas and bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery employs 38 members of childcare staff. Of these, two hold an early years qualification at level 6, one holds a qualification at level 5, 31 hold a qualification at level 3, three hold a qualification at level 2 and one is unqualified.

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