

The Hipperholme Private Day Nursery

Greenglade, Denholme Gate Road, Hipperholme, Halifax, HX3 8HX



Inspection date

12 October 2017

Previous inspection date

10 December 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Some staff do not follow the procedures for outings with sufficient rigour to ensure that children remain fully supervised, protected and safe at all times.
- The current programme for staff development does not focus on helping each member of staff to understand exactly what they need to do to improve the quality of their teaching to the highest level.
- Staff do not always take enough account of the individual learning needs of children when they plan group activities.

It has the following strengths

- The owners have a clear vision for the future. Since the last inspection, they have embarked on an ambitious programme to develop the environment, ethos and quality of the service they offer.
- The key-person system is very effective. Staff visit the children's homes as one of the ways they help them prepare to start at nursery. This promotes children's emotional well-being. They are at ease with staff and happy and content within the nursery.
- Children are cared for by high numbers of staff who have a wide range of childcare qualifications and experience. Teaching is good across the provision and children of all ages are making good progress.
- Staff have high expectations of what children can do. Pre-school children are adept at attending to their own needs and show consideration to their friends at mealtimes.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that staff fully understand and implement the procedures in place for keeping children supervised and safe when on outings. 11/11/2017

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

- refine the arrangements for professional development to focus more precisely on supporting each member of staff to understand what they need to do to raise the standard of teaching
- support staff to use their assessments of children's achievements, to meticulously plan activities which offer each child relevant but highly challenging experiences.

Inspection activities

- We carried out this inspection as a result of risk assessment, following information received about the provider.
- The inspector viewed all areas of the premises and observed activities in the four playrooms and the outdoor play area. He observed teaching and assessed the impact this has on children's learning.
- The inspector held meetings with the owners and the managers. He also conducted a joint observation with each of the two managers. The inspector held discussions with staff and children at appropriate times of the day. He also took account of the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation, including evidence of staff qualifications and the suitability of staff working in the nursery. He discussed the risk assessments and arrangements for outings.
- The inspector checked the arrangements for staff trained in first aid and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. On a recent outing, staff failed to ensure they maintained rigorous supervision and an accurate knowledge of a child's whereabouts. The owners informed Ofsted promptly of this incident. However, this lack of supervision placed a child at risk and compromised their well-being. Staff are familiar with the steps they need to take to report concerns in order to keep children safe. The nursery premises and equipment are well maintained. They are very secure and children are well supervised within the nursery. Staff have been provided with some good-quality training, for example, forest school training in Denmark. However, the regular programme to support staff and develop their skills does not give them precise information about what they need to do to improve their teaching practice. There are effective systems for engaging other professionals to gain any additional support a child may need. Information about the setting is displayed and there is a suitable complaints procedure in place. Media messaging and daily updates help keep parents aware of their children's needs and experiences.

Quality of teaching, learning and assessment is good

Staff have a good understanding about how children learn through their play. They provide children with many interesting and first-hand experiences. For instance, children share the experience of using tools as they prepare fresh vegetables to make soup. The activity is unhurried and children develop their concentration and problem-solving skills as they work out how to cut the carrots and remove the skin from the garlic. Staff undertake regular observations and assess children's progress. They respond to children's interests and plan a range of interesting activities that provides a good variety of enjoyable experiences. However, on some occasions staff do not plan with precision the ways each child's learning can be fully extended. Babies enjoy developing their speech as staff encourage them to make noises and repeat single words. Toddlers learn to share as they wash the dolls. Later, they sing songs as they stamp their feet in the water.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding children's welfare during outings means that their well-being is not assured. Babies are cuddled and their individual routines are maintained. Children are at ease in their surroundings; they learn through gentle support and positive examples from staff about what is acceptable behaviour. For example, before pre-school start a group discussion, they revisit the agreed expectations, such as listening carefully and not shouting. Children are offered a range of healthy meals and snacks. Often they contribute to the preparation and cooking of food, such as making their own bread. The outdoor areas offer challenge and children of all ages have access to outdoor play spaces. Toddlers enjoy moving their bodies, twirling with scarves to music. Staff talk to the children about the impact food and exercise has on their bodies and health. They look at the changes in the environment as the seasons change.

Outcomes for children are good

All children are curious and eager learners. Babies are inquisitive as they squash dry cereals in their hand or tap together wooden blocks. Toddlers delight as they operate torches inside a tent. Pre-school children are sociable and enjoy sharing what they know and think. They know the names of key letters in their name and of others in the group. These skills help children take the next steps in their learning and prepare them for school.

Setting details

Unique reference number	EY251317
Local authority	Calderdale
Inspection number	1115014
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 - 8
Total number of places	67
Number of children on roll	140
Name of registered person	Hipperholme Day Nurseries Limited
Registered person unique reference number	RP521161
Date of previous inspection	10 December 2015
Telephone number	01422 200123

The Hipperholme Private Day Nursery registered in 2003. The nursery employs 34 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, with the exception of bank holidays. 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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