

<b>Inspection date</b>	19 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 management team is enthusiastic and ambitious. It has an exemplary desire to achieve high-quality care and education through a well-planned programme of ongoing improvement.
- The manager monitors children's learning and development to a high standard. She has a thorough knowledge of children's attainment and uses this information effectively to meet the needs of individual children.
- All managers and staff have strong partnerships with parents. Parents are involved in the assessment of their children's progress and delight in the care children receive.
- The key-person system is well established. Staff build secure relationships with children and their parents. Children are happy, settled and their emotional needs are met well.
- Children are well supported during transitions and well prepared for the next stage in their learning.

### It is not yet outstanding because:

- On the odd occasion, some staff do not always afford children sufficient time to think about what they want to say, before asking them another question.
- Although staff are well supported through supervision, occasionally they do not successfully deliver age-appropriate activities that help children make the best possible progress.

## What the setting needs to do to improve further

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

- support staff to refine their questioning skills to allow even greater opportunities for children to express what they think and know.
- continue to develop 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.

### 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 managers.
- The inspector held a meeting with the managers and the provider. She looked at relevant 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**  
Natalie Firth

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure that staff have access to ongoing training and routinely discuss safeguarding to ensure children's welfare is always a priority. Managers undertake appropriate steps to manage risk in the setting. Effective accident evaluations ensure that a swift review of practice protects children from ongoing risk. Staff recruitment and induction procedures are rigorous and help to make sure that staff are suitable to work with children. The members of the team regularly evaluate each other's performance and reflect appropriately to promote high levels of teaching practice, overall. The manager undertakes a highly effective programme of monitoring for individual children and groups of children. This, along with successful partnerships with parents and other professionals, means that the needs of all children are met well. Confident and able managers have a sharp focus on improvement and recognise where ongoing development is needed to continually enhance aspects of the provision.

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

Staff know children well and have a secure understanding of their individual needs. Staff provide exciting learning opportunities that engage children, generally. For example, children in the pre-school room listen intently to the staff read 'We're going on a bear hunt'. They take an active role during the story, joining in with the repeated phrases, and are enthused to think about their own feelings and emotions. Activities are extended outside as they go on their own bear hunt using self-made maps. Children access outdoor play opportunities as an essential part of their learning. For example, babies wear puddle suits to play outdoors, and they play and explore together in small groups as they search for animals in the 'crazy foam'.

### Personal development, behaviour and welfare are good

Children's care needs are planned for particularly well, especially for children who require medication. Parents share that they are confident that the nursery knows exactly what to do should a medical emergency arise. Staff create opportunities for children to develop positive relationships. Children behave well, they take turns and treat each other with respect. For example, children take turns to draw around each other's body with chalk in the garden. Staff support children when taking part in risky play so that they can start to recognise and manage risk independently. Staff are on hand to support children as they develop these skills. For example, children practise how to climb safely outdoors.

### Outcomes for children are good

Children make good progress in their development and gain the skills they need for their next stage in learning. Older children are independent and motivated to learn. They are confident and communicate effectively, overall, with their friends and staff. Babies are adept in their physical capabilities. They learn how to use spoons to self-feed and use furniture to practise taking steps. Links with local schools are in place to aid a smooth transition there.

## Setting details

<b>Unique reference number</b>	EY501147
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1053473
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Stanley Childcare Limited
<b>Registered person unique reference number</b>	RP526294
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01484 505590

Excel Childcare registered in 2016. The nursery employs 27 members of staff. Of these, 23 hold appropriate early years qualifications at level 3 or above. One member of staff holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store St  
Manchester  
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