

Honley Day Care & Pre-Prep School

Queens Square, Huddersfield Road, Honley, HOLMFIRTH HD9 6QZ



Inspection date	31 August 2018
Previous inspection date	17 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff monitor children's progress exceptionally closely. They identify emerging developing concerns very promptly, ensuring early intervention. There is excellent partnership working with other professionals and inclusive practice to support children who have special educational needs and/or disabilities.
- Children have secure emotional attachments to staff and display high levels of self-esteem and independence. Staff work very closely with parents to support new children's move to the nursery, and children's transitions within the nursery, as they move on to different rooms.
- Children delight in having the freedom to move between the safe and extremely secure indoor and outdoor environments. This facilitates their preferred learning styles, builds their confidence and helps them to make good progress and flourish.
- Staff effectively support children's early communication and language skills. As part of this, they use innovative ways to foster children's love of books and favourite stories.
- The management team monitors staff practice closely and has a strong commitment to continued professional development. The very well-qualified staff team has a positive impact on teaching and learning.

It is not yet outstanding because:

- Staff in the baby room do not optimise the organisation of the learning environment to challenge, motivate and engage the most able toddlers to the highest level.
- Staff do not share precise enough information with the parents of the children under three years about their children's individual next steps for learning, and how they can support these at home.

What the setting needs to do to improve further

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

- give greater thought to the organisation of the learning environment in the baby room, to motivate, challenge and engage the most able toddlers to the highest level
- strengthen information sharing with the parents of the younger children, so that they are better informed about their children's individual next steps in learning and how they can build on these at home, to support each child to make the best progress they can.

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 to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled children's online records of learning.
- The inspector spoke to parents during the inspection and viewed parent questionnaires. She also viewed written feedback from other professionals.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff complete regular child protection training and fully understand their roles and responsibilities in keeping children safe from harm. The provider and management team are very motivated and are strong role models. They have a clear and ambitious vision, which they cascade to the committed staff team. The manager and deputy manager, both new to their posts after being promoted, have exciting new ideas and initiatives to help move the nursery and staff practice forward. Parents are encouraged to share their views in many ways, one of which is through questionnaires. Management closely evaluates and uses the data well to implement positive change.

Quality of teaching, learning and assessment is good

Staff use a variety of very informative observation, assessment and planning tools. Floor books, displayed for parents, reflect daily activity planning, evaluations and photographs, for instance. Parents view their child's online records of learning and are invited to parent evenings. Parents of the children in the pre-school unit are well informed about, and engaged in, their children's learning, for instance, through home learning resources. Staff build on and extend children's learning well. They use engaging props, such as puppets made from wooden spoons, to enhance storytelling and sustain younger children's interest. Staff in the pre-school unit skilfully use spontaneous opportunities, such as finding a spider in the shed, to ignite children's natural curiosity and eagerness to learn, and enhance learning opportunities. For example, children create a habitat for the spider, taking photographs to recall and reflect on their experiences.

Personal development, behaviour and welfare are good

Staff demonstrate a strong commitment to getting to know the children through the effectively planned settling-in process. The warm and nurturing relationships in the baby room provide a secure foundation for the youngest children's future move through the nursery. Babies delight in snuggling up to staff to look through their family photograph booklet. Staff speak confidently about children's individual care needs, personalities and development. Children enjoy hearty homemade nutritious food, which contributes exceptionally well to their physical well-being. Mealtimes provide great opportunities for children to develop essential early social skills and independence. Older children help to create and label their own herb garden. They are also going to be creating their own fruit and vegetable plot, helping them to learn about where food comes from. Older children manage risk well as they carefully balance on crates and tyres, for instance.

Outcomes for children are good

Children make good progress and develop the skills and positive behaviour that they need for future learning. Older children confidently communicate and excitedly talk about their imminent move on to school. They delight in sharing booklets they have helped to create with photographs and their own drawings, which demonstrate their good early literacy skills. Children are kind and caring. They build early friendships and learn about difference in many ways. For example, as part of the Chinese New Year celebrations earlier this year, children created a dragon using art and craft media for their parade.

Setting details

Unique reference number	EY427025
Local authority	Kirklees
Inspection number	10069469
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 7
Total number of places	79
Number of children on roll	133
Name of registered person	Carlin Nurseries Ltd
Registered person unique reference number	RP902372
Date of previous inspection	17 July 2014
Telephone number	01484 667300

Honley Day Care & Pre-Prep School registered in 2011. The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate early years qualifications, one at level 2, 15 at level 3, one at level 5, one at level 6, and three members of staff hold early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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