

# Charley's Angels Day Nursery

27-31 Whiteley Street, HUDDERSFIELD HD3 4LT



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 8 April 2019    |
| Previous inspection date | 1 December 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

### This provision is good

- There are good partnerships with parents and staff exchange information about children's learning and care needs. Parents are very complimentary about the nursery and particularly value the online learning system.
- Strategies to support children who speak English as an additional language, and those who need additional help, are working effectively to help children communicate. For example, staff use story props to help children with speech and language difficulties to understand routines and make their needs known.
- Transition arrangements are good. Parents are invited to bring children for settling-in sessions. There are effective systems so that staff can gather the information they need from parents to help children to settle and learn quickly.
- Staff consistently praise and encourage children to take responsibility for everyday tasks, which they do confidently and adeptly. This helps children to gain good independence skills and promotes their confidence and self-esteem.
- Sometimes staff who are less confident do not make the best use of their interactions with children to explore ideas more fully and build on their interests further.
- Systems to monitor staff's understanding of the setting's policies and procedures are not always robust enough to help the manager to identify all gaps in staff's knowledge.
- Activities provided to support children's early writing skills outdoors are not as rich and varied as those children experience indoors.

## What the setting needs to do to improve further

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

- support less confident staff to use the highest quality interactions with children, to explore ideas more fully and build on their interests further
- continue to monitor the systems used to check that all staff have a clear understanding of the setting's policies and procedures
- enhance opportunities for outdoor play experiences, to extend children's early writing even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and 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

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager, room leaders and staff know what to be aware of and the procedures to follow if they are concerned about a child's welfare. Appropriate recruitment and vetting procedures are in place to ensure that staff working with children are suitable to do so. The manager has suitable contingency arrangements in place to ensure that ratios are maintained. Staff access some external training and online courses, for example, they have completed paediatric first-aid and online safeguarding training. The manager and staff evaluate their practice and identify areas of development for the nursery. They use these reflections to make and plan improvements to their current practice. For instance, the manager has introduced staff monitoring and supervision meetings. This enables her to identify training needs and support staff to improve practice and teaching skills.

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

Staff complete regular observations of children's achievements. The manager and staff use these to check children's ongoing progress to help close gaps in their learning. Staff promote children's mathematical development well. For example, they use language, such as 'more' and 'less', as children work out who has knocked down the most skittles. Staff demonstrate to children how to use resources and give them plenty of time to practise for themselves. For example, they use scissors to cut sticky tape and rulers to measure where they need to place the tape. Staff respond well to babies' emerging interest in sensory play and discovery of how to use a variety of interactive toys. Overall, staff provide children with good opportunities to develop early literacy skills. Toddlers make marks using paintbrushes and their fingers. Staff enhance children's enjoyment of books by reading to them at spontaneous times during the day.

### Personal development, behaviour and welfare are good

Staff help new children to settle and offer reassurance and support as necessary. They share information about children's care and learning needs with each other. This contributes to ensuring that the move between rooms for children runs smoothly. Staff develop good relationships with children. They are good role models and treat children with kindness and respect. In turn, children learn how to develop strong friendships with others. Staff teach children how to safely access different parts of the nursery and children know to hold onto the bannister when walking down stairs. Children's dietary needs are well known and they are provided with nutritious meals.

### Outcomes for children are good

Children are making good progress in their learning and development. They play well together, make friends and have good social skills. Older children work together well to solve problems, such as how they can group skittles so they can knock them down. Children have lots of opportunities to develop good physical skills, for example, as they play on the equipment and balance on the beams in the outside area. Babies explore resources that interest them and are developing their emerging physical skills, such as balancing and walking. Children are gaining the skills they need to be ready for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY486670  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 10101694  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 48  |
| <b>Name of registered person</b>                 | Calvert, Charlotte Danielle   |
| <b>Registered person unique reference number</b> | RP515651  |
| <b>Date of previous inspection</b>               | 1 December 2015   |
| <b>Telephone number</b>                          | 01484462200   |

Charley's Angels Day Nursery registered in 2015. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate child care qualification at level 6, two hold appropriate child care qualifications at level 5, six at level 3 and two are unqualified. 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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