

# Ovenden Private Day Nursery Ltd

147 Ovenden Road, Ovenden, Halifax, West Yorkshire HX3 5SA



<b>Inspection date</b>	12 April 2019
Previous inspection date	3 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The nursery owner and the new manager have worked hard to address improvements and target further areas that will continue to strengthen teaching and learning. This is reflected in effective self-evaluation. Staff improve their knowledge through research and utilise a wide range of information sources to keep abreast of changes.
- Staff create a safe, welcoming and stimulating environment, especially indoors. They enhance this, for example, through interactive displays, real-life role-play items and photographs. Staff also create booklets reflecting children's experiences, such as a trip to the supermarket. Children play amicably and are motivated and keen learners.
- Staff know the children well. They continually observe, assess and plan for children's future learning. This contributes to children's good progress, as does staff's good teaching and strong partnership working and consultation with parents.
- Staff promote children's physical well-being and understanding of healthy lifestyles effectively. For example, children have a very nutritious and varied diet, grow vegetables and shop for healthy food for their role-play shop.
- Babies and children have close bonds with staff, who support them well. Staff create family photograph booklets and visual daily routines, for instance, to support new babies and younger children.
- The manager closely monitors and analyses assessment information. She takes swift action where individual children or particular groups of children, more at risk of underachieving, are below expectations. As part of this, staff create home-learning bags unique to individual children.
- Staff do not optimise the oldest, most-able children's mathematical and literacy skills where they have a preference for outdoor learning.
- Staff do not maximise partnership working where children attend other settings.

## What the setting needs to do to improve further

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

- provide greater opportunities for the oldest, most-able children to develop their mathematical and literacy skills, where they have a preference for outdoor learning, to provide them with the highest levels of challenge
- strengthen partnership working with other providers to enhance children's transitions as they move between settings and optimise continuity in their care and learning.

### Inspection activities

- The inspection was carried out unannounced following the risk assessment process.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's 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 owner and nursery manager. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled children's records of learning.
- The inspector spoke to parents during the inspection. She also viewed written feedback from parents in the form of questionnaires.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection issues and how to work in partnership with other agencies to support vulnerable children. Visitors are immediately briefed about safeguarding and safety procedures. There are rigorous recruitment, vetting and induction arrangements. This ensures staff's suitability and means they fully understand their roles and responsibilities. Staff awaiting suitability clearance are always supervised. Children are always within sight and hearing of staff, including during care routines. Staff bolt external gates and closely monitor access to the nursery and practice in the nursery rooms, including through closed-circuit television. The manager has implemented many new initiatives, such as room development plans, which she continues to embed to continually improve quality.

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

Staff's qualifications, further training and strong performance management have a positive impact. The manager has introduced video peer observations, which are helping her to further evaluate and move teaching and learning forward. Staff carefully note children's interests from home and nursery, which helps to inform their planning of activities. Parents are invited to progress meetings, and information in newsletters, for example, encourages home learning. Staff encourage younger children to look for bugs under logs and enhance older children's creativity during exciting role play. Staff sing to babies and toddlers and model language during play.

### Personal development, behaviour and welfare are good

Staff support children's early communication effectively. They work closely with other professionals, provide small social-circle group times and support children learning dual languages effectively. For example, they obtain, use and display key words in other languages alongside English and closely monitor progress in both languages. Staff also celebrate special cultural events. Staff reinforce expectations effectively. For example, they provide sand timers to encourage turn-taking, use positive behaviour charts and devise support plans with parents. During mealtimes, children confidently find their own place mat that details unique information about them, including any dietary needs. Children develop independence and enjoy doing things for themselves, such as pouring drinks and clearing away after lunch.

### Outcomes for children are good

Children are generally well prepared for future learning and have a positive approach to learning. Babies confidently practise their developing physical skills using interesting soft-play equipment and they babble away. Toddlers develop early mathematical skills as they explore interesting sensory media. Children aged two years observe the marks they make outdoors using large rollers and pink water. Older boys show creativity and share ideas together. For instance, they use hand mixers, tubes and bottles to create their superhero potions. Older girls experiment with colour as they mix paint.

## Setting details

<b>Unique reference number</b>	EY482316
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10102119
<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 - 10
<b>Total number of places</b>	68
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Ovenden Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP534042
<b>Date of previous inspection</b>	3 May 2018
<b>Telephone number</b>	01422343911

Ovenden Private Day Nursery Limited registered in 2014. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications; one is at level 2, 11 are at level 3 and one is at level 6. The nursery opens from Monday to Friday all year round, except for the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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