

Harley Street Nursery

9 Harley Street, Todmorden OL14 5JE



Inspection date	17 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 dedicated and passionate management team strives to provide the very best care and education for children. Effective self-evaluation, which takes account of the views of parents and children, ensures continuous improvement.
- An effective key-person system helps children to form secure bonds. Settling-in routines are modified to meet the needs of individual children and families. This supports children's emotional well-being and gives them a sense of belonging.
- Partnerships with parents are strong. Parents are extremely complimentary about the setting and report that they 'feel like part of a family'. Staff communicate with parents in a variety of ways to help keep them fully informed about their children's progress.
- Children benefit from regular outings into the wider community. They visit the park and the local care home where they interact with the older generation. These opportunities help children to learn about the differences between themselves and others.
- Staff provide children with a variety of activities and experiences to support their learning. The well-planned environment allows children to make choices and lead their own play. Staff make regular observations to identify what children know and can do. This enables them to plan the next steps in children's learning effectively.
- All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress from their starting points. They are well prepared for the next stage in their learning.
- Occasionally, staff do not use skilful questioning to extend children's thinking and their learning even further.
- Staff do not consistently provide opportunities for children to learn about information and communication technology.

What the setting needs to do to improve further

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

- develop staff's questioning skills to extend children's thinking and learning further
- build on opportunities for children to learn about information and communication technology.

Inspection activities

- The inspector observed activities inside the setting and outdoors, and assessed the quality of teaching.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector had a tour of the premises.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector reviewed relevant documentation relating to health and safety and checked the suitability of staff working with children.

Inspector

Lesley Maughan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection and its wider issues. They know and understand how to recognise when a child may be at risk from harm and the reporting procedures they must follow. The premises are safe and secure. Robust risk assessments are in place and are reviewed regularly. Daily visual checks of the environment, indoors and outdoors, ensure that any potential risks to children are minimised. Staff are supported well in their roles. They have opportunity to attend regular training events. This improves their knowledge and practice. The manager has built excellent relationships with other settings that children also attend. They share information on a termly basis. This supports children's continuous learning.

Quality of teaching, learning and assessment is good

Children thrive in this warm and nurturing environment. Staff support children's communication and language skills well. They consistently model new language during their interactions. For example, children use pipettes during an experimental activity. They practise using the small muscles in their hands to squeeze pipettes. Staff introduce new words, such as 'squeeze' and 'fizz', as they carry out the activity. Children use their imaginations as they pretend to cook 'soup'. Staff help them assess their own safety as they cut up the vegetables. The environment, which is rich in print, supports children to recognise letters and numerals and learn that print carries meaning. Older children confidently write their own names. Younger children make marks using a variety of media such as paint and chalk. Staff encourage children's mathematical thinking. They use mathematical language throughout their interactions and encourage children to count during their play.

Personal development, behaviour and welfare are good

Staff have high expectations of children. Children behave well and show consideration and respect to each other. They happily share and take turns. For instance, during a group activity, they wait patiently for their turn to answer a question. Staff give regular praise and encouragement during their interactions. This helps children to develop a sense of pride in their achievements and supports their self-esteem. Children acquire the skills to become increasingly independent. They expertly fasten their coats and serve themselves dessert at lunchtime. They enjoy a variety of healthy snacks and meals and know they must wash their hands before eating. Staff encourage children to brush their teeth after lunch. They are learning to keep themselves healthy. Children learn to manage risk for themselves. For example, they avoid obstacles as they use the ride-along toys and confidently balance on the logs outside.

Outcomes for children are good

Children have high levels of motivation and are keen to learn. They are confident and self-assured. Staff support children's early literacy skills as they read books to them. Older children learn about the world around them. For instance, they discuss seasons at group time and talk about the buds and new leaves on the trees. Babies explore their senses as they feel different textured objects. They use their large-muscle skills to shake shakers and enjoy the sound they make.

Setting details

Unique reference number	EY547289
Local authority	Calderdale
Inspection number	10101094
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	40
Number of children on roll	41
Name of registered person	Howarth, Kate Louise
Registered person unique reference number	RP547288
Date of previous inspection	Not applicable
Telephone number	01706819460

Harley Street Nursery registered in 2017 and is situated in the Todmorden area of Calderdale. The nursery currently employs 12 members of childcare staff. Of these, one holds an appropriate qualification at level 5, seven hold level 3 and one holds level 2. It opens all year round from 7am until 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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