

M & S Nurseries

Century House, West Parade, Halifax HX1 2TE



Inspection date	7 May 2019
Previous inspection date	25 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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 nurturing staff effectively foster children's emotional well-being. They work very closely with parents as part of the well-planned settling-in programmes. Staff offer home visits and gather essential information to meet children's individual needs effectively, including specific health or dietary needs.
- The provider, in close consultation with the management team and staff, has a strong commitment and drive to improve. This is reflected in varied self-reflection tools which inform detailed action plans, and good performance management of staff.
- Children make good progress. Staff continually observe them and precisely monitor their progress. They complete detailed plans for children's key next steps and any gaps in learning, based on children's interests. Parents are actively informed about, and involved in, children's care and learning through good information sharing.
- Access to the nursery is closely monitored to help children stay safe. This includes, for instance, a fingerprint recognition entry system.
- Children are well prepared for future learning, especially the oldest children in the pre-school room who are going to school in September. They show excellent concentration and are keen, confident and eager learners. They delight in staff's motivating interactions, while engaging in free play with a broad range of stimulating resources and activities.
- Children have an excellent diet that incorporates freshly prepared and healthy balanced meals. This contributes to their physical well-being.
- Staff do not make the most of the organisation of space and resources for children aged under two years, to enable them to actively explore and engage in independent learning to the highest level.
- Staff do not consistently adapt daily routines in the pre-school room, such as the pre-lunch story session, to better support younger children's stage of development.
- Staff do not use partnership working with Reception staff from schools to enhance children's transitions as they move between 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 children aged under two years to actively explore and engage in independent learning
- give greater consideration to the organisation of certain daily routines in the pre-school room, so that teaching is targeted more precisely to younger children's stage of development
- strengthen partnership working with other providers to complement the experiences children receive in each setting and promote a shared and consistent approach to their care.

Inspection activities

- 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, children and parents during the inspection.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector held a meeting with the nursery owner, deputy managers and local authority quality improvement support officer. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled children's records of learning.
- The inspector viewed written feedback from parents.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a secure knowledge of child protection issues. This is reinforced, for instance, through information displayed on boards around the nursery. Staff pass on messages about safe practices to parents. For example, they create health and safety displays about maintaining a safe environment. The nursery owner, through her role as manager, is very visible within the nursery. Teaching is monitored by the management team through tools such as direct peer observations and video observations. These help to inform regular supervisory meetings and subsequent targeted professional development for staff. Parents are encouraged to share their views, for example, through questionnaires.

Quality of teaching, learning and assessment is good

Staff's qualifications have an overall positive impact on their practice. They carry out effective assessments of children's learning. The managers undertake comprehensive analysis of data. They swiftly identify and meticulously plan for any emerging gaps or achievements in children's learning. Staff share children's progress and what children do in the nursery with their parents. For example, they plan regular meetings and display photograph booklets in different areas of play. Parents are asked to share their observations from home. Staff have recently enhanced how parents can support children's learning at home. As children lead their own play, staff sit alongside them and extend and build on their learning well.

Personal development, behaviour and welfare are good

Staff demonstrate a strong commitment to supporting children's emotional health and well-being. As part of this, the nursery 'champion' is currently completing an audit to reflect on and develop this already good area of practice. Children have secure attachments to staff, who are positive role models and encourage children's essential early social skills and good behaviour. Staff support children well during care routines, helping them develop independence. Toddlers confidently feed themselves and the most able children pour drinks, serve food and clear their utensils away. Staff help to reinforce daily routines through enjoyable songs, for instance, and offer ample positive praise. This helps to foster children's self-esteem and confidence. Children in the pre-school room freely access indoors and outdoors. This not only helps them to benefit from ample fresh air and exercise, but facilitates their preferred learning styles.

Outcomes for children are good

Children develop firm foundations for future learning. Babies smile and babble in response to social interactions. Toddlers delight in practising significant development milestones, such as walking. Children who are aged two years readily communicate and are eager to learn how simple technological toys work. Children in the pre-school room play collaboratively, share ideas and show great imagination and enthusiasm. They excitedly search for hidden treasure and make pirate ships and telescopes together. Older children confidently use language, asking and answering questions. Children develop early literacy and mathematical skills. For example, they count dough buns and create shopping lists in the role-play area.

Setting details

Unique reference number	EY478337
Local authority	Calderdale
Inspection number	10085052
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 - 10
Total number of places	100
Number of children on roll	96
Name of registered person	Cook, Michelle Anne
Registered person unique reference number	RP513692
Date of previous inspection	25 June 2018
Telephone number	07983149583

M & S Nurseries registered in 2014. The nursery opens Monday to Friday all year round, except for one week between Christmas and New Year and on bank holidays. The breakfast club sessions are from 7.30am until 8.45am, and the after-school club runs from 3.15pm until 6pm. A holiday club runs during the school holidays from 7.30am until 6pm. The nursery employs 19 members of childcare staff. Of these, one holds a qualification at level 6, and 16 hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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