

The Counting House Nursery

15 Market Street, HECKMONDWIKE, West Yorkshire WF16 0JY



| | |
|--------------------------|----------------|
| Inspection date | 24 July 2019 |
| Previous inspection date | 11 August 2016 |

| 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

This provision is good

- The manager is ambitious for all children to learn in a stimulating environment and achieve well. She has high expectations and considers the views of parents and staff to guide the nursery's further development. She is strongly supported by the staff team and the nursery's owners and management team.
- All groups of children make good progress in their learning during their time in the nursery. Overall, they acquire the knowledge, skills and understanding they need to succeed in their future education. Older children are well prepared for starting school.
- Staff keep children safe. They understand how to identify any concerns and procedures to record and report them.
- Relationships with parents are extremely positive. Parents typically comment on the warm and welcoming environment and children's good progress. Staff's regular and detailed communications to parents contribute to the children's good achievement.
- Staff plan motivating and imaginative activities to engage children's interests and promote understanding in all aspects of their learning. For example, staff make good use of young children's fascination with trains and railways to develop their knowledge of different shapes when they lay out the tracks.
- Staff help children to develop good personal and social skills. Children learn to cooperate and play and learn together. They are well behaved and learn to follow increasingly complex instructions.
- Staff do not consistently promote children's reasoning and creative thinking skills to the highest levels.
- Occasionally, resources are not stimulating enough to fully engage children's interest.

What the setting needs to do to improve further

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

- strengthen the strategies to further promote children's reasoning and creative thinking during their activities
- build on the quality of resources to ensure they fully engage and motivate children.

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 completed joint observations with the nursery manager.
- The inspector spoke to children and staff.
- The inspector held a meeting with the manager and the provider. He looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views from written evidence.

Inspector
Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The well-qualified manager leads a committed and experienced team of staff who share a drive for sustained improvement. She supports staff to improve the quality of their teaching through, for example, purposeful observations of their practice and good supervision arrangements. She encourages staff's development through regular training and staff meetings and support to achieve higher levels of early years qualifications. Arrangements for safeguarding are effective. Staff are well deployed to supervise children throughout the day. They attend regular child protection training and keep their knowledge and understanding up to date through quizzes and questionnaires.

Quality of teaching, learning and assessment is good

Staff make good use of detailed information from parents to identify children's starting points and provide positive support from the outset of children's nursery experience. They make good use of ongoing assessments of children's progress to plan activities that help them to securely reach the next steps in learning. Staff help children to extend their language and communication skills through, for example, repeating the sounds babies make while they push their toy vehicles around or singing rhymes and songs alongside the children as they play. They promote children's mark-making skills well and display their finished work prominently around the rooms. Staff make good use of additional funding to provide well-considered direct support. Staff talk to children with clear articulation. They hold children's attention well when they read stories to them.

Personal development, behaviour and welfare are good

Staff set a very good example for children to follow in their gentle and courteous manner. They consistently praise and support children well. Children are polite and friendly. They learn to take turns and share resources with each other. They help to create the golden rules to support their good behaviour and attitudes. Children and their parents know their key person very well. This helps children to settle in quickly and to develop their independence and confidence. Children have a good sense of responsibility and tidy up after themselves with enthusiasm. Staff promote children's knowledge and understanding of healthy lifestyles and good hygiene procedures. They help them to make healthy choices at snack and mealtimes and to serve themselves from the well-prepared nutritious meals. There are rigorous procedures to safely manage children's allergies and intolerances.

Outcomes for children are good

Children, including those who speak English as an additional language, develop early reading and writing skills well overall. Staff take many opportunities to help children count accurately and match the number of children to their personal place mats at the lunch tables, for instance. Children make good progress in developing physical skills such as managing scissors effectively and manoeuvring wheeled vehicles.

Setting details

| | |
|--|---|
| Unique reference number | EY487271 |
| Local authority | Kirklees |
| Inspection number | 10116513 |
| 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 | 41 |
| Number of children on roll | 43 |
| Name of registered person | The Counting House Nursery Limited |
| Registered person unique reference number | RP904182 |
| Date of previous inspection | 11 August 2016 |
| Telephone number | 01924 405995 |

The Counting House Nursery registered in 2015. The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 2 or above, including three at level 5 and one at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.00am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

