

Inspection of Fountains Spring Day Nursery

The Maltings, Maltings Road, HALIFAX, West Yorkshire HX2 0TJ

Inspection date: 9 October 2019

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is not consistent across all the age ranges of children. The environment is bright and inviting. Children are interested in the activities provided. However, their attention and concentration are sometimes brief. Practitioners' questioning is often inappropriate for the age and ability of the children they are teaching. This results in children losing interest and means that they do not develop their ideas and thinking skills to a high level.

Children have good relationships with their key person. However, their well-being is not consistently promoted. There are frequent short episodes of unhappiness and frustration. Children are not well supported to take turns and share resources with others. Practitioners frequently fail to support children to manage their behaviour and resolve conflicts. Children often receive positive praise for their achievements in their independence skills. Older children begin to prepare for the transition to school as they carry their own meals to the table in the canteen.

Children develop their physical skills well and practitioners support them to practise their counting skills at every opportunity. Practitioners do not always mirror children's language well. Therefore, children's language skills are not promoted well enough. Partnerships with parents are strong. Parents have many opportunities to be involved in their child's learning and they speak highly of the nursery.

What does the early years setting do well and what does it need to do better?

- Practitioners work with parents to gather a good range of information on entry to the nursery. They assess children accurately and track children's progress in learning effectively. This helps them to identify what children need to know next. Practitioners share information regularly with parents about how they can support children's ongoing learning at home. They provide parents with resources to use, such as books from the library.
- Planning takes account of children's interests and practitioners provide stimulating resources for children to explore. Overall, leaders and managers have high expectations for the children who attend the nursery. However, in the baby room, practitioners sometimes fail to interact in an engaging way with the children. In the pre-school room, practitioners ask too many questions that do not match with children's emerging interests and are above their capability. Teaching in the other classrooms is stronger as practitioners take more time to listen to and observe children's views and respond to them.
- Children have opportunities to interact with residents at a local care home. This helps them to develop their confidence and social skills, and widens their knowledge of the world around them. They have opportunities to develop a love of the outdoors as they play in puddles in the rain and experience the feeling of

muddy water splashing on their faces and clothing. Children have weekly opportunities to go on nature walks, increasing their physical strength and abilities. They enjoy riding on tricycles and racing against each other in the garden.

- Children often demonstrate through their actions that they do not fully understand the behavioural expectations of the nursery as they play. Practitioners do not give children enough time to learn about the feelings of others and the impact of their actions. They do not recognise or divert children's attention towards a more positive task when children's behaviour deteriorates. For example, when younger children throw toys onto the floor, or when older children find it difficult to share equipment.
- Leaders and managers have made many improvements to the nursery since the last inspection, taking feedback from parents, the staff team and external advisers. They are committed to improving the nursery. The health and well-being of the staff team are very important to them. Practitioners have received training around safeguarding and mathematical development.
- Leaders and managers provide practitioners with effective induction and frequent supervision meetings to help them understand their roles and responsibilities. However, leaders do not yet accurately recognise the signs of high-quality teaching and do not consistently identify where teaching could be improved.

Safeguarding

The arrangements for safeguarding are effective.

All practitioners have a secure knowledge of safeguarding procedures and know what to do if they are worried about a child. They receive regular safeguarding training and updates. Leaders and managers have developed a culture of vigilance. All practitioners receive training in safeguarding and demonstrate a comprehensive knowledge of the different types of abuse. Risks are identified and removed or managed effectively to reduce the hazards. Children's attendance is monitored carefully to ensure children are kept safe.

What does the setting need to do to improve?

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

- improve practitioner questioning techniques to ensure that children have age-appropriate opportunities to extend their learning and to demonstrate high levels of engagement
- improve practitioner skills in helping children to manage their behaviour and resolve conflicts.

Setting details

Unique reference number	EY427989
Local authority	Calderdale
Inspection number	10106793
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 to 11
Total number of places	107
Number of children on roll	82
Name of registered person	Fountain Springs Day Nursery Limited
Registered person unique reference number	RP904340
Telephone number	01422 357967
Date of previous inspection	18 April 2019

Information about this early years setting

Fountains Spring Day Nursery registered in 2011 and is located in Halifax, West Yorkshire. The nursery employs 22 members of childcare staff. Of these, two hold early years professional status, one holds qualified teacher status, one holds an appropriate qualification at level 4, and 14 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and two weeks at Christmas. It provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The inspector held a meeting with the leaders of the nursery. She looked at relevant documentation and evidence of risk assessments, medicine records and safeguarding procedures.
- The inspector observed the activities indoors and outdoors, and the interactions between practitioners and children.
- The inspector talked to practitioners and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector jointly evaluated activities with the manager of the setting.

We carried out this inspection 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.

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