

Inspection of Fixbees LTD

85 Fixby Road, HUDDERSFIELD HD2 2JB

Inspection date: 21 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The management and staff team are very firmly established. They create a warm and welcoming environment where children demonstrate that they feel happy, safe and secure. Children develop close bonds with key staff and their friends, and this contributes positively to their well-being. Staff support children's physical and emotional needs effectively. They know children well and plan activities according to their interests. Staff provide plenty of encouragement to build children's confidence. They have high expectations for children, which helps to ensure that they make good progress from their starting points. Staff implement the curriculum through good-quality teaching. At times, however, they miss opportunities to extend children's learning to the highest level. Children enjoy the outdoors and benefit from fresh air and exercise. Staff regularly involve parents in children's play and activities. For example, parents help the younger children to collect leaves and twigs to bring into nursery. Children use these to print with and create autumn pictures. Parents are thrilled when staff display the pictures on the notice boards. Children are well behaved, kind and considerate and take turns with others during play. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour.

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

- Children have a wide range of rich learning experiences that help them to develop skills that are essential for their future education. Children throughout the nursery enjoy sharing books with staff or telling stories themselves, using the pictures as cues. They have good opportunities to develop their hand strength and learn to control tools from a very young age. For example, babies use paintbrushes to make marks in sand, developing early writing skills. Pre-school children identify the sounds that letters represent and independently select letters from their names.
- Children benefit from regular involvement in the local community and having opportunities that they may not otherwise experience. For example, they have visited a local care home for the elderly, taken trips to a farm and attended a local play gym. Furthermore, staff regularly invite parents and other professionals into the nursery, to share their work and experiences with the children. This helps children gain an understanding of the wider world.
- The provider and manager are committed to providing the best possible care and education for children and lead a well-qualified team. Staff benefit from detailed induction and regular team and individual meetings. However, there is scope for the manager to identify focused professional development for some staff, to help raise their teaching practice to the highest level.
- Strong relationships are in place with parents, who praise the nursery highly and

report that they feel very involved in their children's learning. The staff regularly share information with parents about their children's care and development. For example, staff invite parents to family learning events. The online parent zone supports parents in complementing children's learning at home.

- Occasionally, the quality of staff interaction with pre-school children means that staff do not consistently challenge children's learning to the highest level. For instance, during a science experiment, staff provide children with a bottle of fizzy drink and some mint-flavoured sweets to add to the bottle. Children are excited to see the liquid explode out of the bottle. However, staff do not support children effectively to make comparisons or predictions prior to the experiment, or talk about what happened and why immediately afterwards. This results in missed opportunities to fully extend and consolidate children's understanding.
- Children become independent learners. Older children put on their own coats before going outside and serve their own food at mealtimes. Robust hygiene procedures are in place, and children wash their hands and explain why they need to do so. Children enjoy cooking activities, for example making vegetable soup, and they learn where food comes from. They develop positive attitudes towards leading a healthy lifestyle and enjoy eating nutritious food at mealtimes prepared by a dedicated cook.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have completed safeguarding training and have a secure understanding of how to keep children safe. They have a good knowledge of the signs and symptoms of abuse and a broad understanding of wider safeguarding issues. Staff know the procedures to follow if they have a concern about a child in their care. The provider has robust recruitment procedures in place. She completes rigorous checks to ensure that only those suitable to work with children are able to do so. Most staff have a relevant first-aid qualification. They supervise children closely and remind them to stay safe as they play.

What does the setting need to do to improve?

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

- enhance the quality of staff interactions to extend activities further that fully challenge pre-school children's learning
- build on the continuous professional development programme to enhance the teaching standards across the staff team to a consistently outstanding level.

Setting details

Unique reference number	EY462482
Local authority	Kirklees
Inspection number	10117678
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 4
Total number of places	46
Number of children on roll	66
Name of registered person	Fixbees LTD
Registered person unique reference number	RP907875
Telephone number	01484 310 953
Date of previous inspection	25 September 2013

Information about this early years setting

Fixbees LTD registered in 2013. It is an established setting that has re-registered due to a name change. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate childcare qualifications at level 2 and above. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The inspector completed a learning walk and a joint observation of an activity with the manager to understand how the early years provision and curriculum are organised.
- Children shared their views about what they do and enjoy at the setting with the inspector.
- The manager, staff and parents held discussions with the inspector at appropriate times during the inspection.
- The inspector observed the quality of staff's teaching and their interactions with children during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector checked evidence of staff suitability and qualifications.

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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