

# Inspection of Early Years @ Shape

Baton House, 14c Holly Bank Road, Huddersfield, Yorkshire HD3 3JE

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Inspection date: 18 June 2021

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The nursery forms an integral part of the local community. Staff provide a welcoming and inclusive nursery for children and their families. Children's uniqueness, ethnicity, culture and diversity are supported, valued and celebrated. Children thrive in this nursery.

Due to the COVID-19 (coronavirus) pandemic, parents are not able to come into the nursery and currently leave their children with a member of staff at the door. Children and families receive a warm smile and cheery greeting from staff. Babies and children eagerly and confidently enter nursery. They develop strong, trusting relationships with staff and demonstrate how happy and safe they feel. Babies show their delight through smiles and giggles as they initiate games of peek-a-boo. Staff are highly responsive and sustain babies' play.

Staff are good role models for children and have high expectations of them. Children behave well. They play cooperatively together to build towers and garages for the cars using wooden bricks. Children take turns and discuss the best way to build their constructions. Staff spontaneously sing throughout the day. They teach children a wide range of songs and rhymes to help develop their language and early literacy skills.

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

- The manager and staff are ambitious for children and plan a broad curriculum to support their learning. Staff use themes to help them plan and sequence what they want children to learn over time. They teach children about the role of the dentist and dental hygiene, and use innovative play ideas to help children understand how to care for their teeth. This includes providing plastic building bricks to represent teeth, using string as dental floss and marshmallow as plaque. Children concentrate well and persist in using the string to remove the marshmallows from the bricks. Staff help children to understand the importance of removing food from their teeth. They also extend children's vocabulary skills through introducing new words.
- Staff place a high priority on the curriculum for personal, social and emotional development. Children become resilient and develop independence in managing their self-care. They are well supported by their caring and consistent key person and other staff.
- Parents are extremely pleased with the nursery and the progress their children make. They feel well supported despite the restrictions that COVID-19 has imposed. Parents state that they 'cannot praise the staff high enough for the great support they provide' to themselves and their children. Parents feel that staff provide children with 'a really solid foundation' and children demonstrate at

home what they learn in nursery. Parents report that their children talk confidently about the life cycle of a butterfly and use new vocabulary, including 'caterpillar', 'cocoon' and 'butterfly'. Partnerships with parents are very strong.

- Children's mathematical development is supported very well. Staff challenge children to identify two- and three-dimensional shapes in the environment and to write numbers to 100 and beyond. Older children complete simple addition and subtraction mathematical problems. However, staff are less confident in teaching aspects of the curriculum for expressive arts and design. This reduces opportunities for children to develop their self-expression and represent their individual artistic ideas.
- Staff are swift to identify any developmental concerns in children. They support children with special educational needs and/or disabilities effectively. Staff work well with parents and other professionals to plan and implement strategies to benefit children. The manager uses additional funding effectively. She provides extra adult support to help children develop the skills and knowledge they need for school.
- Staff support children who speak English as an additional language especially well. They value the languages that children speak at home and use translation tools to engage them in conversation. Children learn to speak English at a rapid rate.
- Staff ensure that children enjoy daily outings to play and learn in the local community. Children are motivated and energetic. They display good control of their bodies and challenge their physical skills as they excitedly climb, balance and swing on play equipment.

## Safeguarding

The arrangements for safeguarding are effective.

Managers implement robust staff recruitment procedures. They provide regular training and supervision to help staff understand their role. Staff know the procedures to follow if they have any concerns about a child's welfare or the behaviour of a colleague. They recognise the possible signs of abuse. Staff ensure children's safety on daily outings in the local community. This includes providing children with high-visibility jackets to wear, using a special rope with rings for children to hold when out walking, and good levels of supervision. Staff check the community areas where children play and remove any potential hazards.

## What does the setting need to do to improve?

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

- raise the standards of staff's teaching in expressive arts and design, so that children are able to independently represent their own ideas, develop their self-expression and enhance their artistic skills.

## Setting details

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| <b>Unique reference number</b>                     | EY558813  |
| <b>Local authority</b>                             | Kirklees  |
| <b>Inspection number</b>                           | 10190214  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 28  |
| <b>Number of children on roll</b>                  | 39  |
| <b>Name of registered person</b>                   | Baton House Enterprises Limited                     |
| <b>Registered person unique reference number</b>   | RP558812  |
| <b>Telephone number</b>                            | 07957763122   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Early Years @ Shape registered in 2018 and is situated in Huddersfield. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with a level 5 qualification and two with level 6 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The manager and staff follow a Reggio Emilia inspired educational philosophy.

## Information about this inspection

### Inspector

Angela Sugden

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. They discussed what the manager wants the children to learn, and how the curriculum is planned and sequenced for the different groups of children.
- The inspector carried out a joint observation with the manager and discussed teaching and the impact on children's learning.
- Parents shared their views with the inspector about how staff support their children's learning at nursery and how they are kept informed.
- The inspector spoke with staff and children during the inspection.
- The manager discussed her vision for the nursery and shared relevant documentation and evidence of the suitability of staff working in the nursery.

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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