

# Inspection of Hawthorns Private Day Nursery Limited

57a Station Road, Skelmanthorpe, Huddersfield, West Yorkshire HD8 9AU

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Inspection date:

23 August 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### The provision requires improvement

Children behave very well and enjoy the company of others. They play cooperatively and staff encourage them to share and take turns. The key-person system is securely in place and children have warm trusting relationships with staff. As a result, children are happy and settled and enjoy their time in the nursery. Staff have a good knowledge of their individual key children, including their development, care needs and what makes them unique. Staff are attentive to children's needs, including those children with special educational needs and/or disabilities (SEND). They use resources appropriately to ensure needs are met effectively.

Children develop a good attitude towards learning. They concentrate well on their self-chosen play. Babies explore their environment as they press buttons on objects to see what happens. Toddlers develop their physical skills as they delight in riding wheelie toys outdoors. Pre-school children work together with staff to create challenging chutes for balls and a crazy-golf course. They then use their coordination skills to get the balls into the cones.

Staff have been proactive in identifying the impact on children's learning and development of prolonged absences due to the COVID-19 (coronavirus) pandemic. Consequently, they have a consistent approach to supporting children's learning, and children are catching up quickly. The manager and staff work closely with parents. They get good information from parents when children first start at the nursery and regularly share updates to ensure continuity of care and learning.

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

- The manager has recently introduced changes to the outdoor play area to allow children more space to use wheeled toys to enhance their physical development. However, the gate, although locked, has gaps in it. Mesh was originally put in place to cover the gaps but this has worn away. This makes it unsafe and creates a hazard to the children. The effect on children is currently reduced as staff are closely supervising children in this area.
- Partnerships with other agencies involved in children's care and education are strong. The manager and staff share information with other professionals regularly, such as speech and language therapists and physiotherapists. This effectively promotes children's well-being and education.
- The manager takes responsibility for the quality of education and knows what children are expected to learn. Along with her deputies, she reviews the quality of education in each playroom and the progress that children make. Any gaps in learning are quickly identified and addressed through staff training or the purchase of resources to help children reach their full potential.

- The manager has made a number of improvements in the nursery since she came into post just prior to the start of the COVID-19 pandemic. This has included some renovation of the building, developing resources and introducing an online electronic programme for recording children's development. She evaluates the setting well and takes into consideration the views of staff, parents and children. Parents comment that they are well informed about the care of their children and can see the progress that their children make.
- Staff promote children's communication and language skills well. They present information clearly to children and encourage conversations effectively. Babies develop their vocabulary as staff encourage them to repeat the names of animals in books. Staff help them link actions to words well. For example, as a baby explores and repeatedly opens and closes a cupboard door, the staff member repeats 'open' and 'close'.
- Staff observe and assess children's development effectively. They use children's next steps in development and interests to plan challenging activities that engage children. Consequently, children make good progress and are prepared well for school.
- Staff have good access to training to improve their professional development. They use their skills to enhance the care and education for all children, including those with SEND. Recent training has included cognitive development and speech and language development. The programme for the supervision of staff has been disrupted due to the COVID-19 pandemic but is due to be restarted imminently.

## Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting arrangements help to ensure that those working with children are suitable for their role. Staff have a good knowledge and understanding of child protection. They confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. Managers ensure that staff undertake regular training so their knowledge remains current. Staff supervise children closely while encouraging children to take appropriate risks. Safety practises, such as fire evacuation, are completed smoothly as observed on the day of the inspection.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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improve risk assessments to ensure that all reasonable steps are taken to ensure that children are not exposed to risks; this includes making the outdoor play area safe, in particular the car-park gate.	01/09/2021
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## Setting details

<b>Unique reference number</b>	EY316467
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10205200
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	52
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Hawthorns Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP525922
<b>Telephone number</b>	01484 861 393
<b>Date of previous inspection</b>	29 August 2014

## Information about this early years setting

Hawthorns Private Day Nursery Limited registered in 2005. It is situated in Huddersfield, West Yorkshire. The nursery employs 14 members of staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The manager and one other member of staff hold appropriate qualifications at level 6. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helene Terry

## Inspection activities

- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector took the views of parents into account.
- The inspector had discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector completed a joint observation with manager.
- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation 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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