

Inspection of Jubilee Children's Centre Nursery

Jubilee Childrens Centre, Lightowler Road, Halifax HX1 5NB

Inspection date: 2 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are safe, happy and engaged in this warm and welcoming nursery. They form strong bonds with the staff who care for them. Staff work closely with parents and carers to thoroughly understand children's interests, needs and routines. This contributes to the good progress children make, including those children who speak English as an additional language. Children are well prepared for the next stage in their learning, including starting school.

Children are well behaved. They learn to follow instructions well. Children are polite and friendly to their friends and those who care for them. Staff help children to make considered decisions about their play and learning. They encourage children to challenge themselves. For example, staff encourage children to assess the risks involved during climbing and balancing activities. This helps to develop children's determination and physical skills.

As a result of the COVID-19 pandemic, parents do not enter the nursery. However, they speak highly of the staff and say that they are friendly and welcoming. Parents comment that during the COVID-19 pandemic, the management team went above and beyond to ensure that family well-being was supported. Staff share information with parents about their children's care, learning and development. For example, they communicate using an electronic application and through discussions at arrival and collection times.

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

- Staff ignite a love of books and stories with children of all ages. They read enthusiastically to children and make stories engaging and interactive. Staff teach children about their feelings. They discuss emotions that characters in the books are feeling or children are experiencing. This helps children to learn to name their emotions and explain how they are feeling to others.
- Overall, children show good levels of independence. They blow their own noses and take responsibility for their environment. For example, children thoughtfully tidy up after themselves when activities are complete. However, during mealtimes, children do not consistently have opportunities to further develop their skills, such as pouring their own drinks and cutting up their own food.
- Children remain highly engaged as they make play dough. They enjoy spooning flour, oil and water into a bowl and mixing the ingredients together. Children say that the dough is 'too wet'. Staff ask them what they need to do and children confidently add more flour. This helps children to think and solve problems.
- Staff consistently recognise children's growing awareness of mathematics in their environment. They make use of opportunities to extend children's mathematical vocabulary while they play, such as counting and recognising

shapes. Children sing familiar number songs with a great deal of confidence. Older children practise their early writing skills. For example, they learn to form some numerals correctly as they write in the shaving foam.

- The manager is mindful that some children may not have as much access to outdoor play as indoor play at home. As a result, staff ensure that children can play outside every day. This helps to promote children's good physical skills and a healthy lifestyle. Children learn about the natural world, such as planting and harvesting fruit and vegetables, which they cook on the outdoor fire.
- Children with special educational needs and/or disabilities (SEND) receive extremely high levels of support to help them to meet their full potential. Communication with parents and other professionals is strong. This means that children with SEND are extremely well included and make significant progress in their learning. For example, staff engage children in activities that build on their interests and follow their individual learning styles. Additional funding, such as early years pupil premium, is used well to support children's needs, such as providing additional resources and sessions.
- Pre-school children receive encouragement to build on their interests, such as painting and making animals. However, at times, the noise level in the room is particularly high. At these times, children and staff have to talk louder to be heard, and children cannot focus consistently on their learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of their responsibilities to safeguard children. Designated safeguarding leads keep their knowledge of the local safeguarding partnership procedures up to date. They ensure that all staff have undertaken safeguarding training to enable them to refer concerns about children's welfare appropriately. Furthermore, staff describe the nursery's whistle-blowing procedures. They fully understand how to report any concerns about a colleague's practice or conduct. Managers have improved the procedures for recording accidents and reporting them to parents since the last inspection. Staff understand their responsibilities. All staff undergo in-depth recruitment, induction and supervision processes to ensure that they are suitable to work with children and remain suitable to do so.

What does the setting need to do to improve?

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

- explore further ways to help children to strengthen their independence skills more consistently at mealtimes
- support children's listening and speaking skills further in the pre-school room, such as by monitoring noise levels.

Setting details

Unique reference number	EY486589
Local authority	Calderdale
Inspection number	10149279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	49
Number of children on roll	73
Name of registered person	Halifax Opportunities Trust
Registered person unique reference number	RP532937
Telephone number	01422 362120
Date of previous inspection	17 February 2020

Information about this early years setting

Jubilee Children's Centre Nursery registered in 2015. The provider employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including one who holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the management team and has taken that into account in her evaluation of the nursery.
- The deputy manager joined the inspector on a learning walk. She talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed 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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