

# Inspection of Purple House Nursery

Preston Road Women's Centre, 185 Preston Road, Hull, Yorkshire HU9 5UY

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Inspection date: 17 March 2022

<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 provides a valued and necessary resource in the local community. Children excitedly enter the warm and welcoming premises ready to begin their play. They independently choose from a wide range of resources in a secure and safe environment.

Children make good progress from their starting points. Staff know children well and accurately identify the next steps in their learning. All staff support children to make good progress in their development. Children who require additional help are able to access other services to work towards their learning goals. Most children are confident and supported well to develop their independence skills, in preparation for the next stage in their learning.

Children form strong attachments with staff. They give children cuddles when reassurance is needed and support them to manage their feelings well. They place a particular emphasis on expanding children's emotional security. Children are aware of the expected behaviours in the nursery and staff explain to them about being kind to their friends and not upsetting them.

Due to the COVID-19 pandemic, parents do not routinely enter the premises. Staff engage with parents as they drop off and collect children. They share information regarding children's learning and discuss the progress they are making.

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

- Staff take account of children's interests and have a clear intent for what they want children to learn. Children enjoy dancing to music and selecting instruments as they watch themselves in the mirror. Staff encourage them to see their happy faces in the reflections.
- Staff place a strong emphasis on children's developing speech and language skills. They extend children's vocabulary as they jump in the muddy puddles. They talk about the 'splish, splash, splosh' of the puddles and talk about their footprints following them around.
- Children's mathematical learning is supported well. They routinely count during everyday routines, such as when having snack or lunch. They count the number of children and the number of cups and plates needed. Older children understand about quantities such as 'more' and 'less'.
- Staff have high expectations for children's learning. When children begin to doubt their abilities, staff gently coax and encourage them to persevere when using scissors. They help them to accomplish what they set out to do when making kites. They praise their achievements, which boosts their self-esteem.
- The skilled staff identify children who require additional support. They work

closely with parents and other professionals to provide a targeted approach to children's specific needs. Children who need support with their speech and language have activities planned to help them to develop. For example, story time and circle time are used to promote their speaking skills.

- Staff support children to express how they are feeling, either with words or when looking at their reflections. Children comfort their friends when they are unhappy and are supported to regulate their behaviour.
- Children learn about healthy care practices. They talk about germs when looking at storybooks, and they know that washing their hands will stop germs from spreading. The children learn about healthy foods as they talk about the fruit they eat in its natural form during snack time. Staff model how to use cutlery and support children's lively conversations.
- Parents value the support provided by staff to promote children's individual learning and care needs. They report that staff know their children and their needs well and seek support for the family as a whole. Parents feel that their children are continuously progressing in the nurturing environment.
- Leaders accurately assess the provision and identify the areas where they would like to improve. However, they do not fully consider how the routine of the day impacts on children's uninterrupted learning. For example, children's enjoyment is disturbed as they are brought indoors to have snack or find boots for wet play.
- Staff receive regular supervision which identifies their training needs. However, this is not always acted on promptly to develop teaching skills to a higher level and enhance children's outdoor play further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff closely supervise children as they play in a safe and secure environment. Staff have a good understanding of safeguarding issues. They know how to support children's welfare and report any concerns to appropriate child protection agencies. Staff support families to access additional support and early help when needed. They understand whistle-blowing procedures should they have any concerns about a colleague's practice.

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

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

- develop staff's teaching skills so that there are increased opportunities to extend children's learning, especially outdoors
- consider how daily routines could be improved to minimise disruption to children's engagement in their learning and play.

## Setting details

<b>Unique reference number</b>	2509326
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10191604
<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>	1 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Winner, The Preston Road Women's Centre Ltd
<b>Registered person unique reference number</b>	RP524579
<b>Telephone number</b>	01482790310
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Purple House Nursery registered in 2018 and is located in the city of Hull. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, level 4 and level 6. The nursery opens from Monday to Friday during school term times and for three weeks during the summer holidays. Sessions are from 9.30am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children to find out about their time at the nursery.
- The inspectors carried out a joint observation of a small-group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation.

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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