

Inspection of Eversleigh Day Nursery

Eversleigh Day Nursery, Park Road, Earlsheaton, DEWSBURY, West Yorkshire WF12 8BE

Inspection date: 22 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Babies and children are happy and very settled in this calm and welcoming nursery. They show their obvious affection for their key person and snuggle in closely. Children demonstrate how safe they feel. Babies enthusiastically explore play resources that are soft, smooth, shiny and reflective. Older children are friendly and talk confidently to visitors about how they 'disappear' when they 'hide'. Children behave well and play cooperatively together. They take turns on the slide and the tricycles. Children show a strong sense of fairness and tell each other when it is their turn.

Staff have high expectations of children, overall. Children learn to use a mouse to complete a programme about colours on the computer. They talk about light and dark shades of green. Children learn to be independent from an early age. Babies put their shoes on and fasten the hook-and-loop straps. Older children collect the cups, plates and cutlery for the other children who sit at their lunch table. The cook ensures that children's individual dietary needs are catered for. Children enjoy a wide variety of freshly prepared nutritious food each day. This helps to support their healthy eating habits. The manager has recently relaxed the measures put in place during the COVID-19 pandemic. Parents now enter the nursery and see how their children are learning.

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

- The manager and staff have addressed all the actions set at the last inspection effectively. They have worked closely with staff from the local authority to develop an action plan to support and sustain improvements. The manager is well organised and determined to ensure continual improvement.
- Children display excellent conversational skills and extensive vocabularies. Staff consistently reinforce correct pronunciation to support children's speech. They also involve children in singing songs each day. Children choose objects from the song bag and confidently name a song connected to the objects. For example, when children choose a cow, they name and remember the song, and sing enthusiastically.
- Staff teach mathematics well. Children sing number songs and count accurately. They explore which cars travel the fastest and furthest down the wooden slopes they build. However, on occasions, staff do not consistently challenge children's thinking and problem-solving skills during activities. For example, when some children try to build a suspension bridge, they lose interest as staff do not consistently support them to extend their knowledge further.
- The manager and staff provide a very inclusive environment. They value children's home cultures and support their bilingual skills effectively. Children with special educational needs and/or disabilities are supported very well. Staff

work closely with local authority inclusion officers and other professionals to provide additional support to help children to make progress.

- Children enjoy digging and filling plant pots with compost. Staff teach them how to push 'runner bean' seeds down into the compost. They encourage children to talk about the colour of the seeds and to name them. However, staff do not consistently use opportunities to extend children's understanding of the natural world. For example, they do not help children to understand about the life cycle of seeds and how the seeds will grow into food to eat.
- Parents speak very highly about the nursery. They are kept informed about their children's learning. Parents are pleased with the progress they make. They feel that their children's speech, confidence and social skills have developed since they started at nursery. Parents state their children are 'always happy to attend'. They describe the nursery as 'calming and welcoming'.
- Staff ensure that children enjoy plenty of time playing outdoors. Children show high levels of motivation and awareness of safety as they climb the play structures. They skilfully pedal tricycles, negotiate obstacles and carefully pedal backwards showing an awareness of what is behind them. Children are energetic and develop good balance, coordination and control of their bodies.
- Babies and children enjoy looking at books and concentrate well when listening to stories. Staff repeat stories regularly to help develop children's memories. Children show their good understanding of popular stories. They use puppets and kitchen utensils to act out the stories they know. Children also enjoy listening to unusual stories about unicorns when celebrating World Book Day.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses robust recruitment, induction and supervision procedures to ensure that staff are suitable and understand their roles. Staff know the signs that may indicate a child is at risk of harm. They understand the procedures to follow should they have any safeguarding concerns about children. The manager and staff complete safeguarding training to update their knowledge. All staff are trained in paediatric first aid. This enables them to respond quickly to any medical emergencies. Staff teach children how to keep themselves safe when climbing on play equipment. They are vigilant and ensure that no one can enter nursery unannounced.

What does the setting need to do to improve?

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

- provide higher levels of challenge for children to consistently support their thinking and problem-solving skills, and extend their existing knowledge even further

- extend children's understanding and deepen their knowledge of the natural world, including growth and the life cycles of plants.

Setting details

Unique reference number	EY386813
Local authority	Kirklees
Inspection number	10214139
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 at time of inspection	1 to 7
Total number of places	39
Number of children on roll	54
Name of registered person	Eversleigh Day Nurseries Ltd
Registered person unique reference number	RP909905
Telephone number	01924457177
Date of previous inspection	18 October 2021

Information about this early years setting

Eversleigh Day Nursery registered in 2008. It is located in Earlsheaton, Dewsbury. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two with level 5 and one with level 4 qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Sugden

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together. The manager discussed with the inspector what she wanted 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 of an activity with the room leader. They discussed teaching and the impact this had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager discussed her action plan for the nursery. She shared relevant documentation and evidence of the suitability of staff.
- Parents told the inspector, through discussion, how staff support their children's learning and how staff keep them informed.

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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