

Inspection of M & S Nurseries

Century House, West Parade, Halifax, Yorkshire HX1 2TE

Inspection date: 19 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are valued as individuals. This provision reflects the diverse community that it serves well. Children learn about and celebrate what makes them unique. They benefit from remarkably warm and supportive relationships with key members of staff. Young babies are held close for a bottle feed, comforted by staff's eye contact and soothing voices. Toddlers snuggle up to familiar staff when they wake from their afternoon sleep, taking time to get ready to play again.

Staff play enthusiastically alongside children. This motivates children to join in. They plan appealing, challenging activities that, overall, help children to learn. Pre-school children use their imagination to create an animal using paint, glue and assorted paper. Two-year-old children learn about capacity and measuring when playing in the water tray. Babies giggle with glee as they roll a ball back and forth with staff.

Children learn to manage their feelings. Staff are sensitive to when children may need time to relax or a change in activities to support their good behaviour. Children develop empathy. Pre-school children check on how children who are new to the group are feeling. They develop friendships and help one another to feel safe and secure.

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

- The curriculum focuses on building on what children already know and can do. Overall, it is well understood by staff and helps children to learn. Staff give children prompts and suggestions during play. They teach them new skills and recap what they have already learned.
- Staff use their knowledge of child development well to help them to provide learning opportunities that are, generally, appropriate for the ages of the children. However, some activities intended to encourage early writing skills are too challenging for children. Staff do not always ensure that children have the prior skills and knowledge needed to succeed.
- Children achieve well in mathematics. Staff use opportunities that arise during activities and routines to include numbers, counting, shape and size. For example, children discuss 'whole' and 'half' while exploring play food. They count how many scoops of sand it takes to fill up a pot.
- Staff talk to children throughout their day. However, some interactions are less effective. Staff working with young babies sometimes use long, complex sentences and speak quickly. This means babies have less opportunities to hear words clearly and respond. Background music, in all rooms, distracts children and makes it difficult for them to hear staff clearly.
- Managers have clear plans in place to build on the good practice of the nursery.

Staff are keen to keep up with their professional development. This has a positive impact on practice. They shared their learning of how to better support the emotional needs of young children. This has led to a reduction in frustrations among the children.

- Staff help children to become increasingly independent. Younger children learn to put on their indoor shoes when they arrive. Older children learn to manage fastenings, for example, when wearing role-play costumes.
- Children with special educational needs and/or disabilities are supported very well. Staff develop effective partnerships with parents and other professionals. Shared knowledge and understanding of each child helps to ensure that all children make the progress that they are capable of.
- Staff talk to children about the importance of a healthy diet. Children tell the inspector that eating 'fish makes your brain work and makes you big and strong'. They learn good hygiene routines, such as handwashing, that help to promote their good health.
- Parents describe the nursery as a homely environment, where they feel welcome and listened to. They commend staff for sharing plenty of information about children's learning. They feel assured that their children are safe and happy.
- Staff are respectful to children. They ask their permission, for example, to clean their face or take their photograph. They listen to children and use their views when planning activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to keep children safe. There are clear procedures to follow if they have a concern for a child's welfare. These are known and understood by all staff. Managers and staff have particularly good knowledge about broader aspects of safeguarding. For example, they consider the risks posed to children from families involved with drug misuse. They are aware of the effects on children from families experiencing domestic abuse. Safe practices help to protect children's well-being while in nursery. For example, staff discuss safe sleeping arrangements for young babies. There are stringent procedures to protect children who suffer from allergies.

What does the setting need to do to improve?

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

- support children's developing language skills even more effectively, for example, by ensuring that they have plenty of opportunities to listen and respond to staff
- refine teaching to ensure that activities intended to support children's early literacy skills are consistently appropriate for their age and stage of development.

Setting details

Unique reference number	2550122
Local authority	Calderdale
Inspection number	10225962
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	0 to 4
Total number of places	100
Number of children on roll	59
Name of registered person	M & S Nurseries Ltd
Registered person unique reference number	2550121
Telephone number	01422360199
Date of previous inspection	Not applicable

Information about this early years setting

M & S Nurseries Ltd re-registered in 2019 due to its change to a limited company. It is located in Halifax. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for one week between Christmas and New Year and on bank holidays. The breakfast-club sessions are from 7.30am until 8.45am, and the after-school club runs from 3.15pm until 6pm. A holiday club runs during the school holidays from 7.30am until 6pm. The nursery employs 15 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in her evaluation of the setting.
- The manager and deputy manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The manager and inspector met to discuss the leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

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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