

Inspection of Elland Children's Centre Nursery

Elland Childrens Centre, Westgate, Elland HX5 0BB

Inspection date: 15 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children are very keen and motivated to learn. Staff provide a well-planned learning environment that captures children's interest. The setting is a hive of activity. Staff encourage children to persist in self-chosen challenges and work collaboratively on tasks, for example as children search for minibeasts and make dens together. Staff know when to intervene to add value to a play experience to make it more challenging, and when it is more appropriate to step back.

Staff are skilled in asking questions and allowing children time to think and respond at their own pace. Staff talk confidently about their key children and about the skills they are focusing on and why. They work well in partnership with parents and suggest ways in which they can build on their children's learning at home.

During the COVID-19 pandemic, staff worked extremely well in partnership with parents. They provided children with live learning sessions and the resources to support their learning in these sessions. When children returned to the setting, staff completed baseline assessments of their learning and used this information to prioritise key areas. These included children's personal, social and emotional development and their communication and language. Staff encouraged children to talk about their feelings and they were supported to settle back into familiar routines at their own pace.

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

- The curriculum is well planned and sequenced to build on children's learning and skills. It ensures that children acquire the skills they need for future learning and is challenging and ambitious for all. Staff give children lots of opportunities to practise newly acquired skills to ensure that knowledge is securely embedded.
- Well-timed and sensitive questioning with older children encourages them to talk through their thinking. Staff are skilled at 'tuning in' to what young children are trying to say to them and allow them to lead conversations. Staff regularly talk through what they are doing, and this also helps children to learn language in context. Although, overall staff communicate well with children, they are not always consistent in their approach to modelling language to encourage children to use well-formed sentences.
- Staff support children to persevere in tasks and to be able to sit and concentrate for longer periods. Children learn good sitting and listening skills during group activities. Staff remind them to use their eyes for looking this way so they can see what is happening and to use their ears for good listening. This all helps to prepare children for future learning as they move to school.
- Staff value and celebrate multilingualism in the setting. They work in partnership with parents to find out what language children speak at home. Staff make good

use of interpreters, learn key words and provide books and resources in the child's home language.

- Children's physical skills are promoted in a range of ways. Staff actively encourage babies and toddlers to explore their environment and be involved in a range of sensory explorations. Children test their abilities and strength as they build dens and balance and climb on equipment outdoors. During daily routines, staff encourage children's personal independence. Children serve themselves food and pour their own drinks. Staff have a good grasp of children's different abilities and provide appropriate levels of support and encouragement.
- Where there are gaps in children's learning, staff work proactively in partnership with professionals to get children the help and support they need. Funding is used to good effect and in the best way possible to benefit children's learning. This includes purchasing specific resources and providing one-to-one support for children.
- Good support is in place for staff to promote their well-being and to show that they are valued. Staff have regular supervisions and these, along with peer observations, are used well to identify further training that ultimately improves outcomes for children.
- Parents describe how well their children are progressing and how useful they find the feedback they receive. They explain how they are involved in decision-making and know the key skills that staff are focusing on with their children and the reasons why. Parents speak very highly of the staff and leadership team and how supportive they are.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that everyone understands their safeguarding duties and responsibilities. They undertake regular safeguarding audits. Staff attend regular training and have a good understanding of the setting's safeguarding policies and procedures. They understand the need to share any concerns quickly so that appropriate action can be taken to protect children and to provide appropriate support for children and their families. Staff are also knowledgeable about the action to take if they have concerns about a member of staff or one of the leadership team.

Children learn about how to keep themselves safe and how to contribute to keeping the environment safe for others. For example, children are reminded to push in their chairs after leaving the table and to consider how their actions may have an impact on others.

What does the setting need to do to improve?

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

- support staff to use the correct vocabulary and sentence structure consistently when modelling language to children.

Setting details

Unique reference number	EY488176
Local authority	Calderdale
Inspection number	10232264
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	30
Number of children on roll	42
Name of registered person	North Halifax Partnership Limited
Registered person unique reference number	RP903426
Telephone number	01422266197
Date of previous inspection	19 September 2017

Information about this early years setting

Elland Children's Centre Nursery re-registered in 2015 due to a change of organisation. The nursery employs 11 members of childcare staff. Seven staff hold an appropriate early years qualification at level 3 or above and two members of staff have degrees in early years. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The children's centre adjoins Elland Church of England Primary School.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the deputy manager and the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The staff and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at written feedback from parents. She also spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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