

Inspection of Welcome Nurseries @ Clayton West

Colliers Way, Clayton West, Huddersfield HD8 9TR

Inspection date:

29 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children and families enjoy positive relationships with staff. Their key person greets them when they arrive and helps them with their care needs throughout the day. When babies become unsettled, staff look at photos of their families with them and reassure them. This helps children to form supportive bonds with their key person and feel confident to explore and learn.

Staff have high expectations for children's behaviour. When babies become overly excited and pat their friends, staff lower their tone of voice and say, 'kind hands'. Staff help older children to learn the nursery rules through songs. They listen to adult's instructions and respond quickly. This means that they are usually ready to learn. However, whole-group activities do not meet the individual learning needs of all children. Some children become disengaged and do not benefit from these teaching opportunities.

The manager recognises that, due to the ongoing impact of the COVID-19 pandemic, some children need more help to develop their communication and language skills. She encourages children to read at home by offering a lending library. However, staff do not consistently support children's communication and language skills in the nursery. For example, children's individual learning plans are not followed. As a result, not all children make the best possible progress of which they are capable.

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

- The manager has a clear vision for what she wants children to learn. The nursery rooms are planned to support the sequence of children's learning. For example, the baby room has a calm and homely feel, which supports children to settle well. Two- to three-year-old children also benefit from a homely space, and share an area with pre-school children. This provides them with more challenge and helps to prepare them for their next steps in learning.
- Staff observe children and talk to their parents to find out what children know and can do. They plan activities to help children achieve the next steps in their learning. However, strategies identified for children who have additional support plans are not implemented by staff. As a result, children who are at risk of falling behind do not make the best possible progress of which they are capable.
- Staff follow children's interests. For example, singing 'Five Little Men in a Flying Saucer' leads to discussion about planets. Staff recognise that children are intrigued by this and plan further space-related activities. Children with this interest are highly engaged in their learning. However, whole-group activities do not meet all children's needs. These activities are too challenging. Consequently, less-able children become disengaged.

- Staff support children to learn new words through play, stories and singing. For example, they name planets and ask children if they would like to be 'astronauts'. Staff repeat the sounds babies make. They describe what they are doing, such as 'you're taking my photo'. However, staff do not consistently interact with some children who have delayed communication skills and who choose to play alone. This means they do not benefit from these teaching practices.
- Babies' physical development is well supported. The layout of toys encourages them to pull up to stand and walk using furniture. They develop their small-muscle strength by using their hands to explore paint. Older children's large-muscle skills are developed through outdoor play. However, they are not allowed outside when the weather is hot. During these times, staff do not provide alternative opportunities for children to be physically active. As a result, some children climb on furniture.
- Staff support children to develop their independence. Children are supported to wash their hands before eating. When staff ask children if they washed their hands 'all by themselves', children nod their heads and smile, showing pride in what they have achieved.
- Good hygiene standards are not always maintained at the nursery. For example, bottles with milk remnants in the teat are left on the carpet. Cleaning routines do not address dirty safety gates or leftover food on the floor. This does not adequately promote children's good health.
- Staff regularly share information with parents about their child's care routines and activities they enjoy. They provide parents' evenings and newsletters. Parents say they are happy with the good communication they receive from the nursery.
- The manager has regular supervision sessions with staff. She observes staff's practice and gives them feedback. She identifies some relevant staff training to improve the quality of care and education. However, the manager does not recognise that staff do not consistently implement children's individual support plans. As a result, this weakness is not addressed.

Safeguarding

The arrangements for safeguarding are effective.

The manager has clear procedures in place for checking staff's suitability to work with children. Staff are provided with regular safeguarding training to ensure their knowledge and understanding are kept up to date. The manager talks to staff about serious case reviews which relate to safeguarding in nursery settings. This helps to raise their awareness of child protection concerns. Staff know what to do if they have any concerns that a child may be at risk of harm. They understand local safeguarding procedures. Staff know what to do if an allegation was made against someone working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure identified support for children with special educational needs and/or disabilities is consistently implemented so that all children make the best possible progress of which they are capable	29/07/2022
consider children's individual needs and abilities when planning and delivering whole-group activities	29/07/2022
ensure staff consistently support all children's communication and language development	29/07/2022
consistently provide older children with opportunities to develop their large-muscle skills and be physically active in their play	29/07/2022
implement effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection.	29/07/2022

Setting details

Unique reference number	2634974
Local authority	Kirklees
Inspection number	10226677
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	80
Number of children on roll	55
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01484 505590
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries @ Clayton West registered in 2021 and operates in the Huddersfield area. The nursery employs 11 members of childcare staff; all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Miall

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022