

Inspection of Lanefields Day Nursery

28 Smithy Lane, Skelmanthorpe, Huddersfield, West Yorkshire HD8 9DE

Inspection date: 5 July 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children of all ages and abilities are settled, confident and happy at the setting. They excitedly engage in activities, that staff carefully plan for them. For example, older children use a range of tools in creative activities, such as scissors, pens and glue sticks, to support their small physical skills. Younger children enjoy exploring their senses. For instance, they investigate how different materials feel, such as sand. All children enjoy bringing their imaginations alive. Older children work together as they develop superheroes with capes and masks. Staff consistently uses non-verbal communication, such as body language and sign language, which all children respond positively to.

Staff are positive role models and children know what is expected of them. They are polite and behave very well. Children develop a good understanding of the benefits of healthy lifestyles. For instance, they discuss how different foods are healthy for their bodies and how these give energy. Children of all ages develop good physical skills. For example, they confidently learn about the different ways they can move their bodies in musical activities. They build and negotiate obstacles, such as when they ride on bicycles.

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

- Overall, staff have high expectations of what every child can achieve. They have a good understanding of how children learn. Staff make effective use of individual children's observations and assessments. They take account of children's interests and next steps in learning to plan a range of activities. However, at times, staff do not provide extra challenge for children and build on what they already know and can do, in order to extend their learning to the highest possible level.
- Staff support children's language and communication very well. Young babies babble happily as they engage with staff. Toddlers repeat new words and short phrases, as staff skilfully model their language. Children engage in meaningful conversations. For example, they talk about events from earlier in the day and also retell stories. All children are becoming confident talkers.
- Partnerships with parents are excellent. The management team and staff work diligently to ensure they are kept informed, so that parents are made to feel valued and welcome in the nursery. Throughout the pandemic, staff worked tirelessly to share ideas about activities with parents to support children's progress at home.
- Parent comments are extremely positive. They comment that 'They cannot commend the staff enough that they are kept well informed about every aspect of their child's care and education' and 'Children thrive and make excellent progress as the learning is personalised to each child.'

- Staff act as good role models to each other and to children. They promote a positive attitude towards other cultures and backgrounds, including those children have. Children learn about the wider world, and staff work closely with parents to incorporate children's home religions and cultural requirements into activities. This enables all children to be involved in cultural festivals in a respectful way.
- Children develop their early literacy skills well. They practise their small physical skills as they write letters and make marks with their fingers in flour. Staff make sure that they read stories and sing songs with children each day. However, at busy times of day, the organisation of groups times with the youngest children does not allow them to concentrate without distractions and interruptions.
- All children are well prepared for their next stage of learning, be it the next room or school. When children move rooms, staff share information with the next key worker to ensure they are able to provide continuity for the next steps and enhance the child's learning. Staff work closely with teachers in local schools to ensure children are emotionally equipped for the move to school.
- Leaders and managers are very reflective of practice. They are passionate about equality and have effective systems in place to meet the needs of all children and families. They support staff well through regular meetings. They support and encourage staff to access training, both externally and internally, through mentoring and modelling.

Safeguarding

The arrangements for safeguarding are effective.

The management team who are the designated safeguarding leads are aware of their responsibilities. They keep their knowledge up to date and regularly attend training. Staff complete training, so they are also aware of the local authority procedures, and the manager monitors their practice. The manager and staff demonstrate a secure understanding of the procedures to follow if they have concerns about children's welfare. Staff are aware of how to whistle-blow if they still have concerns. Management implement rigorous recruitment processes and ensure that the staff are suitable to work with the children. Staff assist children to learn how to keep themselves safe.

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 better recognise and make more effective use of learning opportunities to extend and challenge children's learning
- improve the organisation of groups times with the youngest children to allow them to concentrate without interruptions.

Setting details

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| Unique reference number | 311393 |
| Local authority | Kirklees |
| Inspection number | 10117584 |
| 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 5 |
| Total number of places | 58 |
| Number of children on roll | 112 |
| Name of registered person | Jitterbugs Nurseries Ltd |
| Registered person unique reference number | RP523244 |
| Telephone number | 01484 862695 |
| Date of previous inspection | 23 August 2013 |

Information about this early years setting

Lanefields Day Nursery registered in 1996 and is located in Huddersfield. The nursery employs 25 members of childcare staff, of these 14 staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 managers and the inspector completed a learning walk and discussed how the curriculum and setting are organised.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of education.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector reviewed a sample of relevant documents, including suitability checks, policies, procedures and other records regarding health and safety.

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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