

# Inspection of Hey Days Nursery

Holmfirth High School, Heys Road, Thongsbridge, Holmfirth, West Yorkshire HD9 7SE

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Inspection date: 6 July 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this exciting and interesting nursery. They enter the nursery, eager and happy to be there. Staff are kind, caring and nurturing. They organise the nursery effectively to spark children's curiosity. Children are highly motivated and eager to join in, share and cooperate with their friends. Children have consistently positive attitudes to their play and are highly motivated to learn. Children make choices about their play and follow their own interests and ideas. They delight in constructing obstacle courses and enjoy climbing and balancing. This supports their problem-solving and physical skills well.

Staff have high expectations of children's behaviour, which is exemplary. They have high levels of respect for each other. They take turns and share, without being prompted. Children practise their early literacy skills as they identify their names on their name-cards and listen to 'The Very Hungry Caterpillar'. Older children draw pictures of picnic baskets, including items from the story. Staff support children's sensory exploration well. Babies enjoy exploring different materials, including flour, foam and ice. Toddlers explore water and mud in the nursery garden. They go on bug hunts and squeal with delight as they handle worms. Older children enjoy learning about looking after the fruit and vegetables that they grow in the nursery garden. This helps children to learn about nature and the world around them.

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

- Children's behaviour is excellent as they play alongside each other. The atmosphere is calm and peaceful as children are busy and highly motivated to learn. Children are persistent and try hard to succeed. For example, they climb trees, strategically placing one foot in front of the other, until they reach the top. Children remember the rules of the nursery and remind their peers of these. For instance, children remind each other to use 'walking feet' when inside.
- Staff plan many opportunities for children to develop their physical skills. Older children practise their balancing skills on wooden planks, as they design obstacle courses in the forest area. Toddlers learn how to climb on the nursery equipment and move themselves on tricycles. Babies pull themselves to stand on nursery furniture and climb up steps onto a small slide. This helps to develop children's large-muscle skills, balance and coordination.
- Staff work very well with parents. Parents feel that they are actively involved in their children's learning. Staff give parents suggestions of how to support children's learning at home. Parents talk highly of the information they receive about their children's development and progress. They feel that their children are making good progress, particularly with language and social interaction. Parents comment that staff are 'brilliant at communicating'.

- Children benefit from a language-rich environment. Staff sing songs and rhymes throughout the day, during play and at some mealtimes. Children freely explore books and independently select books to share with their friends and staff. Staff model correct language during play and introduce new vocabulary. For instance, as children play, staff introduce words such as 'starfish', 'jellyfish' and 'lighthouse'. This helps to develop children's communication skills.
- The manager has a clear vision for the curriculum. Children access a wide range of activities and experiences, which helps them to develop skills. Staff interactions with children are good. However, staff do not always link what they want individual children to learn to the activities that they provide.
- The manager holds regular supervision sessions with staff. Staff's well-being is paramount. They speak highly of the support received from the manager and the nominated individual. Staff have access to some in-house training and they attend all mandatory courses. However, professional development is not yet sharply focused to ensure that their teaching practice is highly effective.
- Children's mathematical and literacy skills are well supported. Staff help children to learn how to weigh and measure as they add boxes to a large scale. Children access a vast choice of mark-making resources in the outdoor area. For instance, they make marks with sticks in the mud and with large chinks. Additionally, staff help children to learn the letters in their names and to practise letter formation. This helps to support children to develop the skills for their next stage of learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They have a secure knowledge of the signs and symptoms which indicate that a child could be at risk of harm. All staff know the procedures to follow if they have concerns about a child. Staff complete regular training to keep their knowledge up to date. New staff undertake a robust recruitment process to ensure that they are suitable to carry out their roles. Staff are confident of how to identify children who might be at risk of radicalisation or extremism. Staff are clear about what action to take if a concern is raised about a member of staff.

## What does the setting need to do to improve?

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

- build on the staff's knowledge of what they expect children to learn overall so that they are clear on what skills and knowledge they want children to gain
- increase the focus on staff's professional development to help to raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY291418
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10131573
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	ACM Projects Limited
<b>Registered person unique reference number</b>	RP524810
<b>Telephone number</b>	01484 689305
<b>Date of previous inspection</b>	26 April 2016

## Information about this early years setting

Hey Days Nursery registered in 2004. The nursery employs 23 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including the manager and owner, who hold a degree in early years. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out two joint observations.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the nursery.
- Parents shared their views of the nursery through written feedback.

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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