

# Inspection of Hipperholme & Lightcliffe Day Nurseries Limited

Field House, 256 Bradford Road, Brighouse, West Yorkshire HD6 4BW

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Inspection date: 30 May 2022

## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is inadequate**

The provider has failed to ensure the nursery is secure to prevent people entering unchallenged. Children are not always suitably supervised to prevent accidents. As a result, children are not safe.

Children happily arrive at the nursery. They know the routines well, which helps them settle quickly. Younger children are cuddled and comforted by caring staff to help them feel safe. Children have opportunities throughout the day to be independent. For example, older children serve their own meals. They take themselves to the toilet and wash their hands. They help themselves to water when they are thirsty. Babies choose what they would like to play with from resources at their height. Toddlers learn how to dress themselves as staff help them to use zips and buttons when putting on their coats. However, staff do not always ensure children's noses are clean or encourage older children to wipe their own nose.

Children are free to choose from a range of activities and toys, indoors and outdoors. However, staff do not consistently create learning opportunities that capture and sustain older children's interests. For example, children are unable to play with the potato head activity due to very limited resources to create a character. They are not engaged and quickly lose interest. Activities provided are not always appropriate for the skills and knowledge of the children. For instance, staff plan an activity which involves using tweezers to pick up coins out of water. This is too hard for the children, and only one child is able to do this. Children seek out their own play, which is not always safe.

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

- Management has not ensured that all entrances are secure to prevent unauthorised access. Staff fail to identify risks in children's play or supervise children appropriately. For example, a large role play frame falls onto a child when they take turns to swing on the door entrance of the frame. Children climb onto the tables and crawl through a storage unit. As a result, children are not safe.
- The manager provides a booklet of topics to cover each term. This is shared with staff and parents. For example, during the summer term, staff are given ideas to teach children about the beach, the Platinum Jubilee and weather and to introduce new books. However, it is not clear what they want children of different ages to learn from these topics, or how they build on children's interests and what they already know and can do.
- Staff support children's communication and language development well. They provide commentary as they play alongside the children. Staff recall and repeat

words clearly with the correct pronunciation. Children talk about the minibeasts they find on the bug hunt. They recall previous learning as they talk about the Queen and why they are celebrating her jubilee. Children make good progress in their communication and language development.

- Staff provide children with many opportunities to learn about numbers, counting, shape and measure. For example, children count how many coins are in the tray. They recall the numbers on the coins and discuss the different shapes, such as a circle and hexagon. Children use jugs to pour and fill containers, explaining that they are 'full', 'empty' and 'half full'. Children use mathematical language well in their play.
- Children have many opportunities to develop their physical skills outdoors. For example, they climb up and down steps, ride bikes, dig in the sandpit and laugh as they play hide and seek. Children are making good progress in their physical development.
- Children are provided with healthy home-cooked meals, prepared fresh on the premises. They choose how much they want to eat, often having second helpings. Staff are aware of children's allergies and dietary requirements and ensure these are adhered to. Children learn to be healthy.
- Management provides an excellent programme of training and supervision. Staff undertake a vast amount of training to ensure they are up to date with current strategies and approaches for children's learning and development. They have regular meetings with management. Staff can discuss any issues or raise questions regarding safeguarding children or child development. However, staff's interactions with children and activities provided do not always reflect the high level of training staff undertake.
- Partnership with parents is effective. Parents receive a booklet explaining what topics children will be learning over the term and ideas for parents to extend this at home. Regular parents' meetings are held to keep them up to date about their children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff have a very good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if they have a child protection concern or a concern about a member of staff. However, management has not ensured that all entrances to the nursery are secure to prevent people entering unchallenged. Staff do not supervise children appropriately to prevent accidents happening. Risks in the outdoor area are not always resolved quickly. For example, there are bramble branches across the path that children use. As a result, children are not safe.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure the premises are secure to prevent any unauthorised access	13/06/2022
ensure staff provide stimulating and challenging activities that are age-appropriate and build on what children already know and can do	13/06/2022
ensure children are suitably supervised to prevent them taking inappropriate risks in their play.	13/06/2022

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

- ensure staff identify and resolve all potential hazards in the outdoor area
- promote children's health and hygiene by ensuring staff consistently wipe children's runny noses.

## Setting details

<b>Unique reference number</b>	EY401758
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10242680
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	145
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Hipperholme & Lightcliffe Day Nurseries Limited
<b>Registered person unique reference number</b>	RP529355
<b>Telephone number</b>	01484 711 015
<b>Date of previous inspection</b>	19 September 2018

## Information about this early years setting

Hipperholme & Lightcliffe Day Nurseries Limited registered in 2010. The nursery employs 19 members of childcare staff. Of these, two are unqualified, 12 hold appropriate early years qualifications at level 2 or above, two hold qualified teacher status, two hold early years professional status and one holds a level 7 qualification. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Clark

## 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 provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views on the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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