

# Inspection of The Hunnypot Day Nursery

58 Rawthorpe Lane, HUDDERSFIELD HD5 9NU

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Inspection date:

25 August 2022

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## **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

Good

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

### **The provision requires improvement**

Children are settled and happy in the nursery, and staff are attentive to their care needs. Changes introduced due to the COVID-19 pandemic have been managed well by staff. For instance, children adapt well to their parents not entering the setting, and they confidently part from their parents with support from staff.

Leaders and managers have a clear vision for the curriculum. However, this is not achieved consistently in practice across all rooms in the nursery. Teaching and the quality of interactions is variable. As a result, not all children benefit consistently from meaningful learning experiences. This is particularly the case with younger children, for whom activities are not always sufficiently challenging or on occasion are too advanced. This means that children quickly lose interest and become disengaged.

Children in pre-school are well supported and challenged through a fun, interesting and well-planned curriculum that focuses on building their knowledge and skills. They learn new words and their meaning, such as 'symmetry', as they look at patterns on the wings of a butterfly. They explore change through the life cycle of a caterpillar into a butterfly and see this process in action in the nursery.

Children with special educational needs and/or disabilities (SEND) receive good levels of support. The deputy manager takes a lead role and works closely with parents and professionals to ensure that individual plans for children are being adhered to in practice. This helps to ensure that children are provided with appropriately challenging activities and receive targeted support to make good progress from their starting points.

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

- Staff talk confidently about children's next steps and what they want children to learn. However, this is not reflected in how they implement the curriculum consistently across the nursery. Staff plan activities around the children's interests, but there is a lack of focus and challenge for the children to continuously build on their knowledge and skills and to deepen their knowledge. Interactions are not consistently of high quality to fully support learning and to ensure meaningful learning is taking place. Therefore, children become easily disengaged and quickly move on to play with something else.
- Staff recognise how the pandemic has had an impact on children's learning, particularly with regard to children's social skills and communication and language. Staff in pre-school ask children questions that challenge them to think. They are given thinking time to process any questions and respond in their own time, and staff are skilled in supporting this process. However, staff

who work with younger children are less skilled in doing so. Staff use too much language all at once, asking several questions and not pausing to allow children to respond. This approach is not effective in supporting young children's communication and language.

- Staff instil a love of reading in children, and children independently select books to enjoy, both alone and with staff. They sit and enjoy familiar stories together and talk about what is happening and what they think might happen next. Babies communicate and point, and staff respond well by repeating single words back to them to acknowledge their efforts. However, they do not always model words correctly, choosing to say 'doggy' rather than 'dog', for example.
- Children's physical independence is encouraged by staff. For example, children serve themselves at lunchtime and manage their own fastenings on clothes. This all helps with children's physical dexterity and developing skills. Children skilfully manoeuvre wheeled toys around obstacles and move their bodies in a range of ways to fit into smaller spaces as they hide and play peek-a-boo. However, opportunities for children to climb and challenge themselves physically to develop larger movements are less well resourced and planned for.
- Parents speak highly of the support they receive from staff and how settled their children are at nursery. They are kept informed daily of what their children have been doing, and this is communicated verbally as children are collected from nursery as well as electronically. This information also tells parents what staff are focusing on next for their child.
- The management team work well together and have a realistic and accurate view of the setting. They know the strengths and have a good grasp of what needs to be improved. They have started to address some of these areas already. Staffing has been an issue for the nursery, but they have worked hard to maintain adult-to-child ratios and to ensure care practices remain effective. They are working closely with the local authority and have started to put together plans to make improvements to the curriculum and improve outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff recently completed further training on risk assessment and understand it is the responsibility of all. Staff complete regular headcounts of the children as they move from indoors to play outdoors and back again, ensuring that everyone is accounted for. Children learn how to keep themselves safe, and staff give them gentle reminders. For example, staff remind young children to 'hold on' when bouncing on the mini trampoline. Leaders and managers ensure that everyone understands their duties and responsibilities around safeguarding and the setting's safeguarding policies and procedures. Staff know the possible indicators of abuse and how to report any concerns about a child's welfare. Staff also know the referral procedure and what action they should take if they have concerns about a member of staff or one of the leadership team.

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

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

- review how activities are structured and delivered across the nursery so that they consistently provide children with appropriate levels of challenge to build on their existing skills and to deepen their knowledge
- support all staff to understand and follow agreed approaches to developing children's communication and language skills
- improve the curriculum for physical development, to include regular opportunities for children to climb and challenge themselves physically
- monitor delivery of the curriculum in practice, to ensure it is ambitious for all children consistently across the nursery and that the curriculum intentions are being met.

## Setting details

<b>Unique reference number</b>	EY453500
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10248190
<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>	0 to 12
<b>Total number of places</b>	62
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	The Hunnypot Day Nursery (Huddersfield) Limited
<b>Registered person unique reference number</b>	RP527761
<b>Telephone number</b>	01484515528
<b>Date of previous inspection</b>	6 January 2017

## Information about this early years setting

The Hunnypot Day Nursery registered in 2012. The nursery employs 12 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

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 manager and deputy manager 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years 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 manager and deputy manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations with the deputy manager.
- The inspector 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 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.

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