

Inspection of Welcome Nurseries @ Cowlersley Lane (registration until: 04 Nov 2022)

Community Centre, 119-121 Cowlersley Lane, Huddersfield HD4 5UT

Inspection date: 6 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate positive attitudes to their learning and play. They excitedly enter the nursery and quickly settle into the routine of the day. Staff develop strong, nurturing and respectful relationships with the children. This helps children to feel secure and confident to explore the stimulating environment.

All children benefit from a broad and varied curriculum. This builds on their interests and their individual learning and development needs. Staff place a strong emphasis on promoting children's communication and language skills. They recognise the impact of COVID-19 and use daily activities to encourage children's conversational skills. Children share how they are feeling with staff, and this promotes their emotional well-being. Children enjoy accessing the outdoor area. They explore the garden looking for bugs and learn about the natural world as they talk about the seasonal changes.

Children display excellent behaviour. They listen intently to staff instructions and explanations. They follow the nursery rules to use 'kind hands' and 'walking feet' when inside. Staff focus on children's personal, social and emotional development. They support them to build relationships with their peers. They introduce activities to encourage the children to work together in small groups. Children respond well to this and are considerate in sharing toys and resources.

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

- Staff use their knowledge of children's starting points, to organise the learning environment and plan the curriculum. They obtain information from parents as children join the nursery and plan for children's next steps.
- Staff skilfully adapt activities to follow children's leads and spontaneous play. They engage children in an activity about pumpkins and conkers, as they encourage children to use their senses and talk about the textures and smells. Staff allow children to continue in their play and do not interrupt their learning to follow the usual routine of the day.
- The support for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Staff identify children who need additional help and seek input from other professionals. They have a good knowledge of strategies to support children. Staff tailor these strategies to children's needs and interests and consistently use them to enhance children's development. This contributes to the good progress children make.
- Children's physical development is promoted well. Staff support children to use the outdoor space for group activities, encouraging movement and turn taking. Young children develop their fine motor skills as they skilfully pick up the shredded paper. They count the individual strands and giggle as they throw it up

in the air.

- Staff have high expectations for children's learning. When children begin to doubt their abilities, staff gently encourage them to persevere. They help them to accomplish what they set out to do when completing jigsaws. They praise their achievements, which boosts their self-esteem.
- Staff model good manners and children are very polite. Staff support children to manage their behaviour and feelings well. When changing nappies, staff kindly ask the children first and explain what they are doing.
- Parents express satisfaction with the care and education provided for their children. They feel well informed about the progress their children are making. They value the activities suggested for children to complete at home.
- Staff feel supported to strive in their professional development. Managers monitor the impact of staff training and use observations to identify strengths and weaknesses in staff practice. Staff feel that their emotional well-being is supported through supervision and general discussions.
- Although there is some evidence of staff encouraging children's independence, staff do not always provide the tools and equipment to promote this further. They lift children up to the sink to wash their hands, when the step has been moved elsewhere. They do not build on daily routines to maximise opportunities to encourage further independence, such as during mealtimes.
- Although staff promote children's good hygiene through regular handwashing and teeth brushing, staff do not consistently support children to improve their understanding. They do not always support children with nose wiping. They do not remind them to cover their mouths when coughing.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge and understanding of how to protect children from the risk of harm. They understand the procedures they must follow if they are concerned about children. Staff provide careful supervision of children during activities, including when eating, which contributes to their safety. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- enhance children's understanding of the importance of good health and hygiene by supporting them to wipe their noses and cover their mouths when coughing
- consider ways of introducing other tools or equipment to support children's independence further.

Setting details

Unique reference number	2595407
Local authority	Kirklees
Inspection number	10251373
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	74
Number of children on roll	22
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01484 972473
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries @ Cowlersley Lane registered in 2020. The nursery employs five members of childcare staff, of whom four hold appropriate early years qualifications. 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- and three-year-old children at present.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed 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 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 this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of feedback from parents' questionnaires.

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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