

# Inspection of Nightingales Private Day Nursery

144 New Hey Road, HUDDERSFIELD HD3 4BZ

---

Inspection date: 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children are happy and settled at the nursery. They have close, supportive relationships with their key person. When babies wake from their nap, their key person cuddles and reassures them, until they are confident to explore and play. Staff work closely with children's parents to find out what they know and can do. They use this information to plan engaging activities, which children enjoy. As a result, children make good progress in their learning and development.

Since the COVID-19 pandemic, the nursery has noted that some children need more help with their communication and personal skills. They have adapted their educational programme to further support this. For example, they use lots of stories to support children's learning. They tell parents which stories they are learning about and provide a book-lending service. This helps parents to support their children's learning at home. Children are developing a love of reading and improving their communication and language skills.

Staff work with children to develop the nursery's 'Golden rules'. They help children to learn the routine and behaviour expectations. This creates a calm, well-organised environment where children work together and care for their friends.

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

- The setting has developed clear educational programmes. They know what they want children to learn and be able to do before they leave and move on. The manager understands the importance of staff prioritising spending time with children. They have reduced written records about children's learning. This greater focus means that staff know children well. They quickly adapt teaching to meet children's ever-changing learning needs. Children make good progress and are ready for the next stage of their education.
- For children with special educational needs and/or disabilities, the nursery works closely with parents and other professionals to meet their individual needs. Personalised learning plans are put in place. This targeted support enables all children to make good progress in their learning and development.
- Staff introduce new words to children. They share stories and rhymes with them, which children recite in their play. For example, children sing, 'row, row, row your boat', while rolling out play dough. Staff name the fruits children eat, such as, 'tangerine'. When children begin to speak, staff repeat what they say, giving the correct pronunciation. This helps children to develop their own speaking.
- Staff help children consider who has 'more' play dough. At mealtimes, they help children to consider whether their bowl is 'full' or 'empty'. When children tell staff that they are filling containers up with water, staff explain that they are 'increasing the volume'. This helps children to develop their understanding of

mathematical concepts.

- Children make good progress in their physical development. They play outside each day. They move to music and take part in regular yoga sessions. Staff teach children about keeping themselves healthy. When children cough, staff remind them to cover their mouths. They teach children about the spread of germs. A local dentist visits the nursery to teach children about oral health. Dental hygiene products and health information are also sent home to parents. These activities help children to be physically active and healthy.
- Staff provide opportunities for children to lead their own play and make choices. For example, children choose which puzzles they complete during small-group activities. Staff support all children to vote for their preferred activity. However, during whole group singing sessions, children who are not yet able to talk are not always supported to make a choice.
- Parents know who their child's key person is. Staff spend time with parents when they collect their child. They tell them about their child's day. They share regular updates with parents about their child's progress. Staff provide ideas and activities for parents to share in their child's learning at home.
- The manager regularly meets with staff to discuss their professional development. Staff observe each other's practice. They provide relevant feedback and support to improve the quality of teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The setting has procedures in place to check the suitability of new staff to work with children. New staff are provided with induction training, which includes fire safety procedures. All staff receive regular safeguarding training updates. They understand a range of safeguarding issues. This includes knowing a range of possible signs and symptoms of abuse. They know what to do if they have any concerns about a child. They understand the local safeguarding children partnership's procedures to be followed in the event of any child protection concerns.

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

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

- consider ways to further engage all children in making choices during adult-led group times.

## Setting details

<b>Unique reference number</b>	EY434586
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10258078
<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 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Stercap Nurseries Ltd
<b>Registered person unique reference number</b>	RP908326
<b>Telephone number</b>	01484 646091
<b>Date of previous inspection</b>	30 November 2017

## Information about this early years setting

Nightingales Private Day Nursery registered in 2011 and is located in Huddersfield. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including two with early years teacher status. The nursery opens 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

Rebecca Miall

## 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the early years teacher.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022