

Inspection of Heatherfield Day Nursery

1-3 Heatherfield Road, Marsh, Huddersfield, West Yorkshire HD1 4QP

Inspection date: 25 October 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Staff welcome children to this safe, friendly and inviting environment. Children are happy and enjoy the time they spend at the nursery. Children develop strong bonds with their key person. Staff who care for younger children provide cuddles and reassurance. This helps children to feel safe, secure and confident to play and explore their new surroundings. For example, children confidently talk to visitors and invite them to join in with their play.

Children understand the routines of the day and behave well. They listen to staff and respond to instructions given. This helps to ensure a calm environment where children show positive attitudes to their learning. For example, children gather enthusiastically at story time, and wait their turn to ask questions. Staff encourage children to value and respect their friends. They use praise effectively throughout the day. This helps to build children's confidence and self-esteem.

Staff promote opportunities for children to learn good independence skills. For example, at mealtimes, children serve themselves vegetables and pour their own drinks. Children make choices about their learning and select resources themselves. This helps to prepare them for future learning and their eventual move to school.

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

- Staff help children to develop their early mathematical skills. Children have lots of opportunities to build on their mathematical understanding in a range of enjoyable and exciting ways. They regularly use mathematical language in their play. For example, they count from one to 10 and beyond as they count the number of wheels on the toy train.
- Children's learning takes place in a child-led play environment, where children make choices for themselves. For example, they use their imagination to make pumpkin soup while pretending to be witches. Staff use their knowledge of children to extend their thinking and play experiences. This means that children are making good progress in all areas of learning.
- Overall, staff place a strong emphasis on developing children's speech and language skills. Staff provide a language-rich environment where they talk to children, sing songs and read books. Staff model language well to children and engage older children in high-quality conversations. However, younger children are not always given enough time to gather their thoughts and answer the questions asked of them.
- The management team is enthusiastic about developing the quality of the provision. Staff are provided with regular training opportunities to help them to develop their practice. For example, staff have recently attended behaviour management training and have introduced new behaviour strategies into the

setting. This has had an overall positive impact on the setting. However, leaders do not always review the impact of all training successfully, to identify any weaknesses in staff's knowledge.

- Children develop a real interest in learning outdoors. They have access to purpose-built outdoor play areas, providing them with a range of opportunities that support their physical development. For example, older children dress up as superheroes and develop their large-muscle skills as they ride bikes and climb on giant tyres together.
- Partnerships with parents are strong. Parents speak positively about the nursery. They say that they feel supported and like the home-from-home environment that staff provide for their children. Parents receive daily information about what children are doing. They particularly like the online platform which has regular updates on children's learning.
- Staff have established routines which support children's understanding of healthy eating. For example, children are provided with healthy and nutritious food which is prepared daily on site by the nursery cook. Children learn about the importance of washing their hands before eating. This means that children's health and well-being are promoted well.
- The support for children with special educational needs and/or disabilities is a strength of the nursery. Staff are quick to identify children who need additional support, and they work effectively with other professionals. The special educational needs coordinator is knowledgeable and works closely with the management team, to put specific plans in place for children.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their responsibility to keep children safe and secure. They know who to contact if they have any concerns about a child's safety and welfare. The management team keeps up to date with local and national safeguarding priorities. Staff can identify the signs and symptoms which may indicate that a child is at risk of harm. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. Children learn to assess risks during activities. Staff closely supervise children to promote their welfare.

What does the setting need to do to improve?

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

- review the impact of staff training further, to ensure that the knowledge they have gained is firmly in place
- support children's communication and language further by giving younger children more time to gather their thoughts and answer questions.

Setting details

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| Unique reference number | EY451730 |
| Local authority | Kirklees |
| Inspection number | 10235930 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 5 |
| Total number of places | 44 |
| Number of children on roll | 56 |
| Name of registered person | Heatherfield Day Nursery Limited |
| Registered person unique reference number | RP904386 |
| Telephone number | 01484 546632 |
| Date of previous inspection | 20 March 2017 |

Information about this early years setting

Heatherfield Day Nursery registered in 2012 and is situated in Huddersfield, West Yorkshire. The nursery employs 18 members of childcare staff. Of these, two have an early years qualification at level 2, eight have a qualification at level 3, one has a qualification at level 5 and two hold a qualification at level 6. The nursery opens from Monday to Friday, all year around. 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

Jennifer Cowton

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk. Members of the management team talked to the inspector about their curriculum and what they want their children to learn.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views on the setting with the inspector.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.

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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