

Inspection of Fingerprints Nursery

55 Dewsbury Road, Cleckheaton, Cleckheaton, Yorkshire BD19 5BT

Inspection date: 27 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 are happy and confident. They settle quickly in the safe and welcoming nursery. Children have secure attachments with staff, who are warm and caring. For example, babies and toddlers enjoy regular cuddles. This helps them to feel content and emotionally secure. Children enjoy their time in the nursery and behave well. They show care and concern for one another. For example, when their friends are upset, children ask them why they are sad.

Children, particularly those over two years of age, take part in a wealth of fun, engaging and challenging activities. For example, two-year-old children excitedly explore shaving foam. They practise their small-physical skills as they spread the foam onto square sponge scourers and build a tower. Three-year-old children show excellent focus as they learn how to follow a recipe and measure ingredients. They are very independent and use impressive language.

Children make good progress, including children in receipt of additional funding. They have a positive and inquisitive approach as they play and explore. The youngest children confidently practise their developing large-physical skills. For example, babies crawl around to explore. They use sturdy furniture to pull themselves up to a standing position. Older babies in the baby room enjoy negotiating indoor soft-play equipment.

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

- Overall, staff plan an expansive, ambitious and exciting curriculum. This builds on children's knowledge, experiences and interests, such as their fascination with insects. However, staff do not consistently plan activities and the environment in the baby room to meet the learning needs of different-aged children and keep them highly engaged.
- Staff effectively consult with parents to assess children's development. They plan for children's key next stages, such as learning to walk, talk or use the toilet. Staff promptly identify children working below typical expectations and make timely referrals to other professionals, to help children to catch up.
- Staff inform parents about children's learning exceptionally well, using progress meetings and electronic communication, for instance. They actively involve parents, such as through 'home-learning' books. Staff also involve parents in fundraising and other events, such as World Book Day and a pumpkin competition. Parents also help children to collect autumnal items for nursery displays and activities. Parents' feedback is highly complimentary.
- Staff promote children's early language and physical skills effectively. This creates a strong foundation for early literacy. Babies babble in response to staff's interactions. Children readily access books and love singing and listening

to favourite stories. Two-year-old children use equipment, such as tongs, to grasp snack items.

- Older children show excellent hand-eye coordination. For example, they use threading resources, fine paintbrushes and baking tools, such as cutters. Staff provide pegs, hedgehog templates and a sign that asks, 'Can you put my spines back on?'
- Staff help children to learn many early mathematical skills. For example, they count as two-year-old children create dinosaur footprints using paint. Older children use electronic scales. Staff point out which numbers from the recipe card they need to look out for. They introduce mathematical language, such as 'heavy' and 'bigger'.
- Staff instil essential social skills in children. They sensitively encourage toddlers to share, and they talk about 'fairness' as children take turns to weigh and mix ingredients. Staff remind children about the 'Golden Rules'. Staff acknowledge children's achievements, using 'wow' displays, for instance. Children are very proud of what they do.
- Staff work extremely closely with parents to settle children in. They follow familiar care routines, which help babies and toddlers to feel secure. Staff work in excellent partnership with parents and teachers to support children's transition to school.
- The nursery cook provides freshly prepared, nutritious meals, such as chicken pasta bake. Children learn about healthy lifestyles. Staff expand on this by inviting visitors to the nursery, such as a dentist. Children enjoy fresh air and exercise, outdoors and in the local community.
- The passionate manager monitors many aspects of practice effectively in order to drive improvements. However, training and coaching for staff are not always precisely focused. Consequently, staff do not consistently extend and build on children's learning during activities and daily routines, when opportunities arise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement robust recruitment and vetting procedures to ensure that all staff are suitable to work in the nursery. Staff have regular child protection training. They can identify possible signs and symptoms of abuse. They fully understand who to report their concerns to when they have concerns of a child protection nature. This helps to keep children safe from harm. Reporting procedures are also clearly displayed in the nursery. The manager strengthens safeguarding practice, policies and procedures by, for instance, completing a safeguarding audit. Staff undertake daily risk assessments to ensure that the premises are safe and secure. They closely supervise children, to help promote their safety and welfare.

What does the setting need to do to improve?

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

- plan and differentiate the curriculum more sharply so that the environment and activities take greater account of, and support, the individual learning needs and interests of children in the baby room
- strengthen the arrangements for coaching and training, to help staff to raise the quality of their interactions and practice across the nursery to the highest level.

Setting details

Unique reference number	2585281
Local authority	Kirklees
Inspection number	10251112
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	54
Name of registered person	MD Cleckheaton Limited
Registered person unique reference number	2585280
Telephone number	01274 878777
Date of previous inspection	Not applicable

Information about this early years setting

Fingerprints Nursery re-registered in 2020 due to a change of ownership. It is situated in Cleckheaton, West Yorkshire. The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications. One member of staff is qualified to level 2, five are at level 3 and two are at level 5. The nursery opens all year round, from 7am to 7pm, Monday to Friday, excluding bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 inspector held discussions with the manager and provider. She carried out a learning walk with the manager. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education across the nursery and assessed the impact of this on children's learning.
- The manager and the inspector carried out a joint observation of an activity taking place.
- The inspector spoke with children, parents and staff during the inspection. The manager also shared written feedback from parents.
- The manager shared various policies and documents with the inspector, including those related to self-improvement and the suitability and qualifications 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.

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