

# Inspection of Willow House Nursery and Holiday Club

Colne Rd, Huddersfield, West Yorkshire HD1 3AY

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Inspection date: 4 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children are welcomed into the nursery by smiling staff who know them and their families well. Children are happy and settle quickly because staff are attentive and patient. The youngest children enjoy tickling games, and frequently climb onto members of staff's knees for a cuddle. Children demonstrate positive behaviour and good social skills. They invite each other to play and are building secure friendships. Staff work closely with parents to ensure that children benefit from continuity in their care routines.

In the main, staff support children's learning and development well. The curriculum is planned to focus on children's interests and next steps in learning. Children make good progress during their time in the nursery and attain a wide range of skills ready for the eventual move on to school. For example, children listen intently to favourite stories and begin to recognise familiar words. Staff encourage children to tell the story using pictures, and to think about what might happen next.

Children develop independence during daily routines. Toddlers learn to drink from a cup without a lid. Older children enjoy the responsibility of helping staff with tasks, such as tidying away their toys. They begin to manage their own personal care routines. Staff give them gentle reminders about the importance of washing their hands.

Parents are highly complimentary about the guidance and advice they receive from staff. They talk about the 'special bond' their children have with their key person. They say that staff 'go the extra mile' to help them and their children.

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

- The manager is mindful of staff's well-being and morale. She works with staff to evaluate their practice, reflecting on what works well and where they need to make changes. For example, the manager identified that there were gaps in children's learning in mathematics and knowledge and understanding of the world. Staff changed the curriculum so there is now more focus on these areas. As a result, mathematics is evident throughout children's play. However, staff's professional development does not always focus on their individual training needs. This means that not all staff consistently deliver high-quality learning experiences.
- Staff place a strong focus on developing children's communication and language skills. They use sign language effectively throughout their activities. This helps children who struggle to communicate through spoken language to convey their wants and needs more easily. Staff share their knowledge with parents, who continue to use sign language at home. Children who speak English as an

additional language quickly develop their understanding of English.

- Staff work highly successfully with other professionals to support children who have special educational needs and/or disabilities (SEND). The nursery provides one-to-one support where needed. Extra funding is used well to target children's individual learning needs. As a result, children with SEND make exceptional progress. The nursery also works closely with other agencies to support families who are struggling financially. For example, they help parents to access food banks and obtain school uniforms.
- Children love being outdoors in all weathers. They laugh and shriek while they play at being monsters, and develop their physical skills when they run about and chase each other. Staff present them with challenges, such as balancing on obstacles, and give them praise and encouragement to keep trying. This helps children to develop their confidence and self-esteem.
- The youngest children become immersed in exploring sand and water. They empty and fill containers using small tools, which helps them to develop coordination skills. They show surprise when they look in a jar and it is empty because they have tipped out the sand. Staff draw their attention to the sounds that cups make when they bang them together. Children watch intently as sand falls from their hands, and they rub it between their fingers to see how it feels. When children want to play in sand on the floor instead of in a tray, staff follow their lead. This extends children's play and exploration.
- Older children participate in activities in small groups. Staff encourage them to recall previous learning. They ask questions that prompt children to think carefully and to share their knowledge. However, the learning environment during these sessions is not always planned well. Often, other children play in the background and create noise which is distracting. The activities are interrupted by other staff, to speak to staff leading the sessions. This makes it difficult for children to maintain their concentration.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff conduct effective risk assessments and supervise children well to keep them safe. They demonstrate a good knowledge of child protection issues, such as the impact of domestic violence on children. Staff know the procedures to follow if they have concerns about an adult or a child in their care. Managers work closely with other agencies to protect children. Staff share information with parents to help them keep their children safe. For example, they talk to parents about parental controls on electronic devices and how to check that internet sites are appropriate for their child's age. If children have an accident while at nursery, parents are notified.

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

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

- organise small group activities more effectively to minimise distractions for children and help them to concentrate better
- focus professional development for staff so that it targets their individual areas for improvement and ensures that all staff provide a high quality of education.

## Setting details

<b>Unique reference number</b>	311267
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10259881
<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>	39
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Broad oak Childrens Nursery Association
<b>Registered person unique reference number</b>	RP902770
<b>Telephone number</b>	01484 542613
<b>Date of previous inspection</b>	22 August 2017

## Information about this early years setting

Willow House Nursery and Holiday Club registered in 2000. The nursery employs nine members of staff, all of whom hold appropriate qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, apart from bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicola Dickinson

## 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 and assistant manager completed a learning walk together. They discussed how staff organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector spoke to parents and discussed working with different families with the manager.
- The inspector observed teaching. She talked to the staff about the curriculum and how they evaluate the learning experiences they provide for children.
- The inspector carried out a joint observation of an activity with the manager.

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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