

Inspection of Thornton Lodge Early Years Centre

Thornton Lodge Community Centre, Brook Street, Thornton Lodge, HUDDERSFIELD
HD1 3JW

Inspection date: 22 November 2022

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

Children are happy and safe in this warm, welcoming setting. The manager has implemented recent changes in how the nursery rooms are structured. This has resulted in children working in smaller groups. This has helped staff to have a greater focus on supporting children to manage their behaviour and develop their language. As a result, they are well behaved and thrive in a language-rich environment, where language is modelled and extended. Children demonstrate good personal and social skills. For example, older children play together in the role-play area. They decide what is the matter with a baby, and work together to come up with suggestions to make her better. Children's independence skills are developed and supported. Older children are encouraged to try and put their own coats on. Younger children pour their milk independently at snacktime and staff are quick to offer praise for children's achievements.

Children are confident learners and are happy to share their learning with others. They talk excitedly about marks that they make. Children offer suggestions and ideas about what they want to do. Staff listen to children and respond positively, offering encouragement and support. For example, when playing with play dough, children decide that they want to make the dough into a ball. Staff support children through the use of a visual prompts, talking them through the steps and introducing language such as 'roll' to help children to achieve their aim.

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

- Staff have a clear understanding of the curriculum and what they want children to learn. This is led by the enthusiastic and passionate manager, who has implemented changes in the setting to support children's needs. For instance, as a result of children playing together in smaller groups, children who are quieter have more opportunities to express their thoughts and feelings.
- Staff model language for children through activities. Children learn new vocabulary very quickly and use it in their play. Older children excitedly talk about the 'big', 'medium' and 'small'-sized items. when sharing a story about Goldilocks. Younger children are taught the word 'pear' at snacktime and are encouraged to use it when asking for their snack.
- All children make good progress, including those who are learning English as an additional language. Children with special educational needs and/or disabilities make excellent progress, due to the recognition of their needs and staff's support. Staff regularly share children's targets with their parents. Parents speak highly of how their children make excellent progress due to staff's support.
- Parents speak very highly of the nursery. They recognise that staff support their children's learning at home. For instance, when children are learning about autumn, staff send ideas home to support their learning. Parents acknowledge

that this has helped their children develop and has given them further ideas to use at home. All parents report that their children's speaking and listening skills have developed as a result of attending the nursery.

- Staff tailor their approach to meet the needs of all children. Staff recognise that all children are different, and that their behaviour may need to be dealt with differently. They share and amend strategies. This helps children to have confidence and trust in staff, and approach them when they need support. As a result of this, children learn to behave well.
- Children enjoy stories and eagerly take part in retelling stories that they are familiar with. They use storytelling language, and staff extend this further. As a result of the interesting and exciting storytelling times, children choose to look at books independently, turning pages and showing an excitement in the stories.
- The manager is able to talk about the plans for staff's development and training. She recognises the next steps for the setting and has plans on how to improve the provision further. This includes extending the outdoor area for the younger children, which will allow for more outdoor play.
- Children are encouraged to play together and develop their own themes of play. However, on some occasions, these are interrupted by staff as children are asked to go and do something else. This means that children do not always get the chance to fully express themselves and develop their own ideas through independent play.
- At times, staff do not consistently extend children's learning. For example, they do not use open questions to encourage children to think of their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of what to do, and what steps to take if they had concerns about a child. They can identify what they would do if they had concerns about a member of staff. The manager has considered safeguarding, and implemented new strategies to keep children safe while in the nursery. Staff are able to talk about radicalisation and some of the signs in younger children. All staff take part in regular safeguarding training, and new staff take part in an induction process in which their safeguarding training needs are met. The setting is safe and secure.

What does the setting need to do to improve?

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

- allow children time to develop their play and ideas in their chosen themes of play
- embrace all learning opportunities and act on where children's learning can be extended, for example, by asking open questions.

Setting details

Unique reference number	EY428077
Local authority	Kirklees
Inspection number	10229577
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	2 to 4
Total number of places	48
Number of children on roll	39
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	014 8454 8392
Date of previous inspection	28 November 2016

Information about this early years setting

Thornton Lodge Early Years Centre registered 2011 and is located in Huddersfield. It is managed by the Pre-school Learning Alliance. There are currently seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The nursery is open during term time, from 9.15am and 4pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Murphy

Inspection activities

- This was the first routine inspection the childminder 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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