

# Inspection of Siddal Children's Centre Nursery

Siddal Primary School, Backhold Lane, Halifax HX3 9DL

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Inspection date: 30 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children settle quickly and feel secure in this warm, friendly and caring environment. Children show that they thoroughly enjoy their time at nursery. For example, they smile, laugh and communicate effectively with staff and other children. Relationships formed are based on respect and kindness.

The manager has a clear focus for the educational programme, which she shares with the staff team. Staff know the children well and have high expectations of their learning. They encourage children to be confident and resilient. For instance, babies have plenty of opportunities to develop their curiosity as they explore the sensory trays. They smile broadly as they discover they can make a variety of sounds as they bang metal spoons onto different containers. Older children confidently explore the natural environment outside and show their good knowledge about the world and nature. For example, they recall finding a worm in the garden. They learn how woodlice live in damp, dark places and can be found hiding under logs.

Children are eager to engage in activities that develop the skills they need for their future. They are supported well to develop a love of books. They listen attentively as staff enthusiastically read stories to them. Younger children learn new words, such as 'strong' and 'tough' as they listen to a favourite 'Gruffalo' story.

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

- The setting is based on a school site, and the manager has built up a strong relationship with the school. The manager is proactive in discussing the care and developmental needs of the children with the nursery staff and Reception teacher, so they can plan how to support the children. This provides a smooth changeover for children and their families, ensuring they feel well supported as they move into a new environment in the school.
- Children who speak English as an additional language are helped to make good progress. Staff use key words in children's home languages. They use visual prompts and encourage repetition of words to support children's English language development.
- The support for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Staff quickly identify children who need additional support. They work effectively with other professionals to put targeted strategies in place, tailored to children's needs and preferences. Additional funding is used well. Staff provide specific one-to-one support and resources that promote children's individual learning and development. As a result, children make good progress.
- Staff encourage children to wash their hands with soap before mealtimes.

Children are supported to brush their teeth, and learn the importance of oral health. However, hygiene practices are not consistent. For example, not all staff in the older room wash hands before serving food. At times, staff wear the same gloves and aprons when changing children's nappies. This poses a risk of cross-infection.

- Parents speak very highly about the nursery and comment on being 'blown away by the welcome they had'. The in-depth settling-in process, parents' evenings and verbal feedback keep parents informed and involved at every stage of their child's journey.
- Staff's well-being is a strong focus for the management team. Staff express that they are happy in their roles and enjoy working in the nursery. The manager uses an effective programme of supervision sessions and appraisal for all staff, to foster a culture of mutual support and build on the already good practice.
- The manager is very reflective and works hard to make the setting the best it can be for the children and families who attend. The manager includes other professionals, staff and parents in her evaluation of the nursery, to help her identify areas for improvement.
- Staff teach children how to be polite to others. They say, 'Well done' as children hold the gate open for their friends. Children are mostly engaged in their activities. However, at times, children in the older room struggle to understand what behaviour is expected of them, as staff are not consistent in setting boundaries. This means staff do not give children the full support they need to behave well at all times of the day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding at this nursery is robust. The nursery has clear policies and effective procedures in place to ensure that children are kept safe. Staff understand their duty and are clear about what they need to do, if they are concerned about the safety or welfare of a child. Staff have secure knowledge in reporting concerns about a member of staff. Managers ensure that all staff have regular and up-to-date training in safeguarding and child protection. Managers have effective systems in place to check the ongoing suitability of staff working with children. The nursery 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:**

- review hygiene routines, so they are consistently followed and to ensure that hygiene standards are of the highest quality
- support staff in the older room to manage behaviour in a consistent way, so that expectations are clear across the whole nursery, and all behaviour is managed

effectively.

## Setting details

<b>Unique reference number</b>	EY487779
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10233974
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Halifax Opportunities Trust
<b>Registered person unique reference number</b>	RP532937
<b>Telephone number</b>	01422 291464
<b>Date of previous inspection</b>	16 March 2017

## Information about this early years setting

Siddal Children's Centre Nursery re-registered in 2015. It operates from Siddal Children's Centre at Siddal Primary School in Halifax. The nursery employs 10 members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 and above, including one with early years teacher status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## 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 inspector completed a learning walk, where they discussed how the provision was organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to leaders, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector sampled some of the provider's documentation.
- The inspector completed a joint observation 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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