

# Inspection of Minibugs Ovenden

147 Ovenden Road, Halifax HX3 5SA

---

Inspection date: 19 January 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |            |
|--|------------|
| Overall effectiveness at previous inspection | Inadequate |
|--|------------|

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

### The provision is good

Children really enjoy their time at this nursery. They happily leave their parents to join their friends to play. Children are engaged in meaningful and stimulating activities throughout their time in nursery. For example, children start their day making dough. They pour out and mix the ingredients together. Children add more flour or water as they discuss the consistency.

Children learn to take turns in their play and support their friends. For example, when a group of children are playing dominos, they take turns to place a matching number or picture down on the table. More-confident children help others to count the number of animals on the cards. Children use excellent concentration skills. They use their understanding of numbers to connect all the domino pieces together.

Children learn about the world and gain an understanding of the world in which they live. For instance, they make models of the earth using modelling strips. Staff talk to children about places in the world as they point to them on their map. Children use the green and blue paint to depict the land and sea.

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

- The manager and staff work closely together to provide a consistent and coherent approach to children's learning and enhance their practice. For example, staff have started to introduce a curriculum that supports children's readiness for school. Staff within each room understand what they want to teach children. However, they have not yet had the opportunity to fully embed this into practice.
- Staff support children's emerging and developing speech and language. For instance, they all join in welcoming their friends at circle time. Children look out of the window as they talk about the weather, commenting that it is snowing. They enjoy acting out nursery rhymes and are engrossed in the stories staff tell. Staff support children's pronunciation of words using lots of repetition. Children make good progress in their communication and language skills.
- Overall, staff working with children regularly check the impact of their teaching. This allows staff to provide activities that focus on each child's learning need or interest. However, sometimes staff lose sight of what they want children to learn. For example, when children are learning to recognise the differences in each other, staff give more focus to children creating faces with dough, rather than identifying the differences which they all have.
- Staff use additional funding effectively to ensure that children receive support or enhancements to further their learning and development. This is regularly evaluated to make sure that children make good progress in their learning and

development, including children with special educational needs and/or disabilities.

- Staff have reviewed how they manage children's behaviour and have put new strategies in place. They use behaviour charts to help children to understand that their positive behaviour is rewarded. Children that enjoy the sensory feel of putting things into their mouths are provided with edible sand, so that they can feel the textures safely. As a result, children are calm and demonstrate wonderful behaviour.
- Children are provided with a variety of healthy and home-cooked meals, which are prepared fresh on the premises. Children learn about the ingredients which are in their meals. Children serve themselves and choose how much they want to eat, often having second helpings.
- Staff are aware of children's allergies and dietary requirements. They have rigorous procedures in place when serving food to ensure that these are adhered to. Children understand these procedures. For instance, they quickly notify staff that a red plate used for children with allergies is missing. This helps children to feel safe and secure.
- Parents are passionate about the nurturing care their children receive from staff. They comment that their children are always eager and happy to attend. Parents receive a monthly summary about what their child has achieved and enjoyed over the month. They have recently been invited to attend a parents' evening to discuss their child's learning and developmental progress. Staff share ideas and resources for children's learning at home with parents.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have an excellent knowledge of how to keep children safe. They are clear about the signs and symptoms that may indicate a child could be at risk of harm. Staff understand the procedures to follow in the event of an allegation being made about a member of staff. Staff are confident to discuss keeping children safe from extremism and how they teach children British values. They carry out daily risk assessments to ensure that children are safe and secure. All safeguarding records, such as accident forms and pre-existing injury records, are regularly audited to identify any patterns quickly, so that they can be rectified or acted upon.

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

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

- continue to implement an ambitious curriculum that is sequenced for the age of the children attending, to ensure that they make even better progress in their learning and development
- ensure that staff check what children have learned and understood from planned

activities, to make sure that they continue to build on what they already know and can do.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 2606920   |
| <b>Local authority</b>                             | Calderdale  |
| <b>Inspection number</b>                           | 10265692  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 0 to 3  |
| <b>Total number of places</b>                      | 60  |
| <b>Number of children on roll</b>                  | 56  |
| <b>Name of registered person</b>                   | Minibugs Nurseries Limited                          |
| <b>Registered person unique reference number</b>   | RP906016  |
| <b>Telephone number</b>                            | 01422343911   |
| <b>Date of previous inspection</b>                 | 21 September 2022                                   |

## Information about this early years setting

Minibugs Ovenden registered in 2020 and is situated in Halifax. The setting employs 13 members of staff. Of these, 11 childcare staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Clark

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff's suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023