

Inspection of Hipperholme & Lightcliffe Day Nurseries Limited

Field House, 256 Bradford Road, Brighouse, West Yorkshire HD6 4BW

Inspection date:

21 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children develop positive and respectful relationships with each other and their key person. Parents report excellent relationships with staff. Children settle in well and enjoy coming to the nursery. Babies look to adults for reassurance when the unfamiliar inspector is in the room. Their key person comforts them, and they engage in a game of peekaboo. This shows that they are forming secure attachments.

Children are generally engaged in interesting activities. They show pride in their achievements. For example, they run to a member of staff to tell them they only need two more stickers to fill their chart. However, staff do not consistently ensure activities build upon children's existing skills. Some activities are too difficult for some children and not challenging enough for others. This means that children are not consistently supported to make the best possible developmental progress.

Since the COVID-19 pandemic, managers have noticed that more children have delayed development in their communication and language. However, despite this, the quality of staff's interactions with children is inconsistent. Some staff ask children too many questions that require a limited answer, asking, for example, 'What colour is it?' This does not encourage children to practise their spoken language or build their vocabulary.

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

- Managers have addressed most of the actions raised at the last inspection. They have provided staff with training on assessing risks, supervising and managing children's behaviour, and improved hygiene practices. However, they have failed to ensure that staff consistently provide challenging activities that build on what children already know and can do. For example, staff know that babies are learning to pull themselves up to stand. However, toys are mostly placed on the floor. When activities are delivered at table height, children are placed in chairs. This does not support babies to make good progress in their physical development.
- Some adult-led activities are adapted to meet the individual needs of children. For example, when asking children to find a letter-sound card, staff ask the most able children to find three sounds that make the word 'map'. However, other adult-led activities do not offer appropriate levels of support and challenge. As a result, children do not make the best possible progress of which they are capable.
- Support for children's communication and language skills is variable. Children listen intently to carefully chosen, high-quality stories. They complete the end of familiar rhyming sentences. This helps them to learn new words. However, some

staff ask children too many questions that require one-word answers. This does not extend children's thinking or expressive language skills.

- Managers observe staff working with children and identify relevant strengths and weaknesses. However, this information is not used to inform staff development targets that are sharply focused on raising the quality of education. Staff have not received effective coaching, support and training to improve. Consequently, the quality of staff's practice is inconsistent.
- Relationships between children, parents and staff are positive and respectful. Staff come down to babies' level and ask their permission before cleaning their face. Older children say, 'excuse me', to gain an adults' attention. They hold doors open for their friends, who spontaneously thank them. Staff clearly and consistently outline behaviour expectations, such as 'good listening' and 'good sitting' at carpet time. As a result, children behave very well.
- Support for children with special educational needs and/or disabilities is good. Their key person spends time with them, working on their individual learning and support plan. For example, engaging in intensive interactions helps them to make progress in their communication and social skills.
- Children are supported to be healthy and active. They enjoy daily access to outdoor play. They develop their large-muscle skills, running and kicking a football together. When they cough, staff remind them to 'catch it'. They wash their hands after outdoor play. They enjoy healthy meals, which are cooked on site.
- Mealtimes are a social occasion. Staff encourage babies to try and hold their beaker themselves. Older children butter their own bread and pour their own drinks. They confidently use cutlery to eat their meal. This helps children to develop their independence.

Safeguarding

The arrangements for safeguarding are effective.

Managers have addressed the safety concerns raised at the last inspection. They have reviewed their risk assessments and provided staff training to ensure the premises is always secure. Staff complete regular checks of the environment to identify and address any potential hazards. Managers provide regular safeguarding training to all staff. Staff have a good understanding of the possible signs and symptoms that a child is at risk of harm. They know the correct actions to take if they are concerned about a child. Staff understand the role of the local authority designated officer and what to do if an allegation was to be made against an adult working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff provide stimulating and challenging activities that build on what children already know and can do	02/01/2023
ensure adult-led activities are consistently adapted to meet the individual learning needs of all children	02/01/2023
improve staff's understanding of how to consistently support children's communication and language development	02/01/2023
strengthen the arrangements for training, staff supervision, coaching and support so that this promotes the continuous improvement of the quality of education provided.	02/01/2023

Setting details

Unique reference number	EY401758
Local authority	Calderdale
Inspection number	10250371
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	145
Number of children on roll	105
Name of registered person	Hipperholme & Lightcliffe Day Nurseries Limited
Registered person unique reference number	RP529355
Telephone number	01484 711 015
Date of previous inspection	30 May 2022

Information about this early years setting

Hipperholme & Lightcliffe Day Nurseries Limited registered in 2010 and is located in Brighouse, West Yorkshire. The nursery employs 15 members of childcare staff. Of these, three hold qualified teacher status or early years professional status, and seven hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, for 52 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed their intentions for children's learning.
- Children spoke to/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 spoke with the managers/registered individuals about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a mathematics activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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