

# Inspection of ABC Day Nursery

193 Newsome Road South, Huddersfield, West Yorkshire HD4 6JH

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Inspection date: 21 February 2023

<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 warmly welcomed into the setting by friendly and engaging staff. Staff give children extra reassurance, when needed, to help them to settle. Children join in with the exciting range of activities on offer, indoors and outdoors. The enthusiastic staff work well together to plan the curriculum. For example, they develop children's awareness of climate change by teaching them the benefits of recycling and reducing the use of plastics. This helps children to acquire essential knowledge for their future lives.

Children have strong bonds with their key persons. They benefit from staff who are attuned to their needs and act as positive role models. This helps children to understand the high expectations for their behaviour. Children are kind and considerate of others and form good friendships with their peers. Older children enjoy playing a matching game and happily take turns to roll the dice. They congratulate each other when they match the colours and shapes. Babies and young children develop a sense of identity and belonging. Staff use mirrors with children. They use words to describe children's expressions, such as 'happy' and 'sad'. Children laugh and point to their noses and eyes as they look in the mirrors.

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

- Managers are committed and passionate, with a clear vision for the setting. They have a good knowledge and understanding of how children learn. Staff have a clear intent for what they want children to achieve. They complete ongoing assessments of children's achievements and the required progress check when children are aged between two and three years.
- Children enthusiastically play alongside staff, who extend their learning. For example, children explore making pancakes by mixing flour and pouring water. Staff support children in their thinking. They ask questions to find out what children already know and praise children for their efforts.
- Children are motivated and keen learners and enjoy activities that help to broaden their skills. For example, children become confident with technology, such as concentrating when they learn how to navigate a computer program. Children successfully use mathematical language during their play and solve problems, such as when they work out how to balance guttering to roll cars down outside.
- Children have good opportunities to learn about nature, growth and decay. For instance, they enjoy digging in the soil and use their senses to explore the vegetables they find. This helps to support children to find out about where their food comes from.
- Staff communicate with children in a range of ways to support all children to become confident communicators. For example, they use pictures and gestures,

as well as spoken language, to help children to have a clear understanding. These strategies also support those children who speak English as an additional language to express their ideas.

- Staff consistently promote children's independence skills. Children confidently wipe their noses and put the tissues in the bin afterwards. They confidently change into indoor slippers when they come inside from the garden.
- Those children who receive additional funding, particularly those with special educational needs and/or disabilities, are well supported. Managers use funding creatively to meet children's individual needs. Staff are skilled in identifying children's additional needs early. They then work effectively with a range of professionals to ensure that children make the best possible progress.
- Parents are positive about the setting and the staff. They comment that the staff take good care of the children and on the caring and professional team. Parents are informed of their children's experiences and learning through daily journals. In addition, they receive termly next steps reports, monthly newsletters and attend parent's meetings. However, some parents may benefit from extra support to fully understand what children need to learn next and how they can support their child's learning at home.
- Managers and the room leaders hold discussions with staff regarding their roles as part of their ongoing supervision. The manager has begun to improve staff supervision opportunities. For instance, she has begun more frequent staff observations to provide them with purposeful targets to work towards, to develop their already good practice further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is prioritised in the setting. Staff are aware of the signs and symptoms of potential abuse, including those of county lines and neglect. They know how to record and report concerns about children and their families. Managers regularly ask staff questions to test out their knowledge. Staff confidently share how they keep children safe and show where they have details readily accessible on display that they can refer to. Staff are aware of specific risk assessments in the setting. For instance, they follow procedures to keep children with allergies safe at mealtimes in the dining room.

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

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

- extend the partnerships with parents further to help all parents understand how to support their child's individual learning at home
- focus opportunities for staff's professional development more sharply on providing staff with clear targets that will enable them to provide the highest

level of education to children.

## Setting details

<b>Unique reference number</b>	EY216465
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10262984
<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>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	ABC Children's Day Nursery Limited
<b>Registered person unique reference number</b>	RP905702
<b>Telephone number</b>	01484 429222
<b>Date of previous inspection</b>	13 April 2017

## Information about this early years setting

ABC Day Nursery registered in 2002 and is located in Huddersfield. The nursery employs 16 members of staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. 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

Julie Dent

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk around the setting to share how staff support children in their learning and development.
- The quality of education during activities indoors and outdoors was observed, and the inspector assessed the impact on children's learning.
- The inspector spoke with managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out joint observations 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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