

# Inspection of Huggies Day Nursery

Old Hall Drive, Bradwell, Newcastle, Staffordshire ST5 8RQ

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Inspection date: 28 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>Outstanding</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 flourish at this warm and welcoming nursery. They arrive eager to start their day and are greeted enthusiastically by staff. Children make excellent progress with their personal development. Staff promote children's independence seamlessly throughout the nursery. Children demonstrate a real can-do attitude to learning, which is enhanced by consistent praise and encouragement from staff.

The manager and staff are passionate about providing rich and meaningful experiences for children that enhance their knowledge and understanding of the world around them. Pre-school children learn a new language. They eagerly say 'hola' to their Spanish teacher as she arrives for their session. Babies demonstrate high levels of concentration and determination as they tap their rhythm sticks to the beat of the song. Children learn to respect and take care of animals as they look after the nursery's guinea pigs. Children receive a wealth of experiences and develop the skills they need to prepare them for their future success.

Children's behaviour is superb. Children of all ages respond excellently to staff and follow instructions extremely well. This creates a calm and positive learning environment. Pre-school children recall their 'golden rules' during circle time. Children of all ages play harmoniously alongside their peers.

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

- The manager has implemented a well-sequenced curriculum that ensures that children have the skills and knowledge required to progress to the next stage of their learning. Staff provide children with a wide range of play-based learning opportunities, which are guided by children's current interests. As a result, children show high levels of engagement in activities.
- A carefully thought out and well-resourced learning environment supports children's development successfully. Staff provide quality role-play areas that encourage children to engage in imaginary play. For example, toddlers sit in plastic crates and pretend that they are driving a car. Older children work together to make a slide by propping a wooden plank against a bench. Children confidently lead their own play.
- Staff challenge children to think for themselves. For example, toddlers show an interest in a bandage as they role play doctors and nurses. Staff skilfully ask open-ended questions that encourage children to think about how they might use the bandage. This helps children to be critical thinkers.
- Staff know their key children very well. During the settling-in process, they gather important information about children, including their routines and dietary requirements. Staff use observations of children to assess what they know and can do. They have a secure knowledge of child development and plan

challenging, meaningful next steps for children to achieve.

- The dedicated manager is extremely passionate and strives for continual improvement. Termly supervision sessions allow a safe space to support staff's well-being and professional development. However, the monitoring of staff is not yet precise enough to address variations in teaching practice and consistently raise the standard of teaching to the highest level.
- Support for children with special educational needs and/or disabilities and those who speak English as an additional language is strong. Staff work in partnership with parents and other professionals to ensure that children's needs and targets are met. As a result, children make good progress from their starting points.
- Partnership with parents is strong. Parents value the care provided and describe the staff as 'welcoming' and 'approachable'. Staff keep parents informed of their child's development and important milestones, including transitions to new rooms. Parents are valued as partners in their child's education.
- Staff support children to extend their growing vocabulary. For example, staff introduce pre-school children to new words, such as 'stem' and 'delicate', as they talk about a daffodil. Toddlers use words such as 'juicy' to describe the peppers they have independently cut in the home corner. Children are confident communicators.
- The manager and staff promote children's healthy lifestyle well. Children enjoy healthy meals and snacks. They follow good hygiene practices. Daily outdoor play provides a range of opportunities for children to be physically active. Children climb and run freely. They practise their coordination and balance as they ride on bicycles and tricycles.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge and understanding of a wide range of safeguarding and child protection issues. They know what processes to follow if they have concerns about a child's welfare. The manager and her team know what action to take if an allegation is made against a fellow staff member. Effective risk assessments ensure that the premises are safe and secure for children to play and learn. The manager follows safer recruitment guidelines to help ensure the suitability of staff to work with children. This helps to keep children safe from harm.

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

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

- focus more precisely on monitoring staff's teaching practice to help address minor variations and consistently raise the standard of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY313554
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10276704
<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>	0 to 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Huggies Day Nursery Limited
<b>Registered person unique reference number</b>	RP910060
<b>Telephone number</b>	01782 799 440
<b>Date of previous inspection</b>	28 July 2017

## Information about this early years setting

Huggies Day Nursery registered in 2005 and is based in the Bradwell area of Newcastle-under-Lyme. The nursery is open from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 20 members of childcare staff. Of these, 14 hold early years qualifications at level 3. Two members of staff hold early years qualifications at level 6, one holds early years teacher status, and one holds early years professional status.

## Information about this inspection

**Inspector**  
Roxanne Mason

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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