

Inspection of Honley Day Care & Pre-Prep School

Queens Square, Huddersfield Road, Honley, HOLMFIRTH HD9 6QZ

Inspection date: 25 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 feel happy and safe in this warm and welcoming nursery. They arrive eager to join their friends. Key persons greet the newer children. They gently encourage them to say goodbye to their parents and carers. Staff are sensitive to children's individual needs. They ask parents about babies' routines, likes and dislikes before they start. This helps babies to settle quickly. Children build strong bonds with their key person. Staff have high expectations of children's behaviour. They support children to resolve their differences. Children have a positive attitude to their learning.

Staff provide opportunities for children to develop their physical skills. They run, climb and move in different ways. Older children kick and throw different-sized balls. They enjoy throwing balls at a target and knocking down the numbered cans. Staff provide opportunities for babies to spend time on their tummies. They encourage babies to roll, crawl and move their bodies. Babies smile and giggle as they play peekaboo. Children connect cubes to make imaginary resources. They strengthen the muscles in their fingers as they push and pull the cubes into place. Staff challenge children to use their bodies to balance as they walk across a beam. Older children play group games. They move like dinosaurs and march like soldiers. Children enjoy exploring the outdoor area. They become confident movers.

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

- Staff sing and share books with children regularly. They are energetic and motivating. Staff encourage children to join in. Children follow the actions of the songs as they 'walk through the jungle'. They choose a book and ask staff to read to them. Staff talk about the pictures and ask questions. They introduce new language. For example, staff name the vehicles in a book and tell children it is a 'combine harvester'. Children develop a love of stories, songs and rhymes.
- Lunchtime is a social time. Staff sit with children in small groups. They support younger children to serve themselves. Younger children learn to use a spoon before moving on to a knife and fork. Older children serve themselves and learn to use a knife and fork with more independence. Children become independent and confident learners. Children are well prepared for their move on to school.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The special educational needs and/or disabilities coordinator (SENDCo) works closely with parents and outside agencies. Staff identify children's needs and set targets for individual children. Key staff support children to further develop in their learning. Children with SEND make good progress.
- Staff interact with children and model language. Older children sit for circle time and talk about how they feel. They take turns to speak and listen to each other. During free play, staff talk to children about their experiences and what they are

doing. However, sometimes, the most confident children take the lead. Staff do not always encourage the quieter children to join in the conversation. This means that some children do not make as much progress as they could.

- Staff provide activities to support children's mathematical development. Children use number language in their play. They count objects and name shapes. Staff offer suitable challenge for older children to further their development in number. For example, staff ask children, if they have 'five', how many more do they need to make '10'? Children confidently say, 'five more'.
- Staff support children's literacy development. Children learn to recognise their names. When they are ready, they start to write the letters of their name. Children play games that match pictures to the letter sound. However, sometimes, staff do not pronounce the letter sounds precisely. This results in children repeating the sound incorrectly.
- Parents comment that staff are welcoming, friendly and caring. They say their children are happy and excited to come to the nursery. Parents report that they receive excellent communication. Staff give daily feedback, share information through the online learning journals, and provide newsletters. Parents value the support given by staff to help with their child's learning at home. They say their children have gained in confidence and made good progress. Parents report their children have thrived and flourished while at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Staff and leaders ensure that the environment is safe for children to play in. They assess any risks and put steps in place to minimise potential hazards. Leaders follow recruitment procedures and make checks to ensure staff's ongoing suitability to work with children. All staff have access to regular safeguarding training. They understand the signs that may indicate a child is at risk of harm and the procedures to follow. Staff are aware of the steps to take should they have a concern about the conduct of a colleague. Children learn how to keep themselves safe. They tell their friends to blow the food when it is too warm.

What does the setting need to do to improve?

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

- develop opportunities further for the quieter children to extend their communication skills
- strengthen staff's knowledge of how to support children's literacy development.

Setting details

Unique reference number	EY427025
Local authority	Kirklees
Inspection number	10306507
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 4
Total number of places	87
Number of children on roll	142
Name of registered person	Carlin Nurseries Ltd
Registered person unique reference number	RP902372
Telephone number	01484 667300
Date of previous inspection	31 August 2018

Information about this early years setting

Honley Day Care & Pre-Prep School registered in 2011 and is located in Holmfirth. The nursery employs 28 members of childcare staff. Of these, 22 staff hold appropriate early years qualifications at level 3 or above; one holds early years teacher status and two hold qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- 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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