

Inspection of The Hunnypot Day Nursery

58 Rawthorpe Lane, HUDDERSFIELD HD5 9NU

Inspection date: 21 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children receive a warm welcome from the caring staff when they arrive at the nursery. Children in the baby room take part in carefully thought out activities that keep them focused on their learning. For example, they enjoy the sensory feeling of exploring cornflour gloop. Babies show curiosity as they rub the gloop into their hands and display an interest in how it feels. However, older children are not always as well supported by staff to stay engaged in their learning. Staff do not always interact as effectively with older children to support and extend their learning. Consequently, children do not stay engaged with the resources available and lose interest. This does not promote positive attitudes to their learning or help children to meet their next steps in development.

Furthermore, there are some weaknesses in the safeguarding knowledge of some staff, which could compromise children's safety in the nursery. Since the previous inspection, leaders have reviewed and improved their ambitions for children's learning. However, the ways in which staff organise activities and support children's experiences are not at a consistently good level across the nursery. As a result, some groups of children do not make the best possible progress.

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

- Some staff members do not have a secure safeguarding knowledge. For example, they do not recognise signs of abuse, such as female genital mutilation or radicalisation. This does not support staff to be able to identify safeguarding concerns.
- Staff who are employed through an agency do not receive full inductions, including safeguarding training. This does not support their understanding of their roles and responsibilities or enable them to fully meet the needs of children.
- Some groups of children are cared for solely by staff who have only worked in the nursery for a few weeks. Consequently, the key-person role is not firmly in place to meet the learning and development needs of these children. Newer staff do not know children well enough to put in place suitably ambitious learning experiences for children. This impacts on the progress that children can make in their learning.
- Children hear and learn a range of vocabulary. For example, babies and staff look at books together. This helps to develop babies' understanding of new words. Pre-school children learn words, such as 'frog spawn' and 'tadpole', as they find out about the life cycle of a frog. This helps children to develop their language skills.
- Children behave well in the nursery. They offer help to their friends when they are struggling with a task. Children keep the nursery tidy by helping at tidy-up

time. They clear away their own plates at mealtimes. This teaches children a sense of responsibility.

- Children receive daily opportunities for fresh air and outdoor play. They enjoy outings in the local area. For example, children visit the horses in the nearby stables or walk to the post box to post letters. There are plans to take children to the local library. These experiences support children to learn about their local community and the world in which they live.
- Daily routines and experiences are not always organised to fully meet the needs of children. For example, younger children become upset, as they wait in their seats for too long before eating. This does not support children's emotional well-being.
- Parents and carers praise the way in which staff and leaders communicate with them. They say that leaders are approachable and actively seek parents' views on the service provided by the nursery. This promotes good parent partnerships and provides consistency for children's care.
- The special educational needs coordinator (SENCO) works closely with external professionals to provide good levels of support for children with special educational needs and/or disabilities (SEND). She supports staff to develop personalised learning plans for children with SEND. Consequently, children with SEND make good progress. All staff are receiving specialised SEND training. This will provide them with further skills and knowledge when supporting children with SEND.
- Leaders provide training for staff with the aim to improve their skills and knowledge. For example, staff have taken part in training to support children's communication skills following the COVID-19 pandemic. Leaders have plans to provide further training for staff to promote children's curiosity and enhance the opportunities for outdoor learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff's safeguarding knowledge is not secure enough to ensure children's safety. They are unable to identify the signs of sexual abuse, female genital mutilation and radicalisation. Some staff are unsure of who to contact if they need to make a safeguarding referral themselves. They do not know the procedures to follow if they needed to report concerns about leaders and managers. Staff who are employed through an agency do not receive up-to-date safeguarding training as part of their induction. This does not support staff to follow the correct procedures in the event of a safeguarding concern.

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 that all staff have an up-to-date knowledge of safeguarding issues, including female genital mutilation and signs of radicalisation | 11/08/2023 |
| make sure that all staff are aware of safeguarding legislation and local safeguarding partnership procedures, including how to report safeguarding concerns about children or other staff members, and appropriate understanding of the 'Prevent duty guidance for England and Wales' | 11/08/2023 |
| provide all staff, in particular those employed through an agency, with induction training, including safeguarding and child protection, to ensure that they understand their roles and responsibilities | 04/09/2023 |
| support all staff to consider the individual needs and developmental stages of children when delivering the curriculum, to ensure that all children consistently receive opportunities that support them in achieving their next steps in learning | 20/11/2023 |
| strengthen the role of the key person, to ensure that all staff are able to meet the individual needs of children and successfully support their learning. | 04/09/2023 |

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

- review and strengthen the ways in which daily routines and activities are carried out to further support children's individual needs and well-being.

Setting details

| | |
|--|---|
| Unique reference number | EY453500 |
| Local authority | Kirklees |
| Inspection number | 10257353 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 10 |
| Total number of places | 62 |
| Number of children on roll | 60 |
| Name of registered person | The Hunnypot Day Nursery (Huddersfield) Limited |
| Registered person unique reference number | RP527761 |
| Telephone number | 01484515528 |
| Date of previous inspection | 25 August 2022 |

Information about this early years setting

The Hunnypot Day Nursery registered in 2012 and is located in Huddersfield. The nursery employs 11 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed 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 SENCO spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The deputy manager and inspector carried out a joint observation during lunchtime.
- Parents shared their views of the nursery 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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