

# Inspection of Hamond House Day Nursery

183 Leeds Road, Heckmondwike WF16 9DB

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Inspection date: 5 September 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Although leaders have written risk assessments in place, some staff do not routinely follow these. For instance, children are able to wander around the room during mealtimes, including while eating. Some staff feed children and offer them drinks as children jump up and down on an indoor trampoline. This is a choking hazard and compromises children's safety. Furthermore, staff are not always vigilant during activities. For example, children use large amounts of ingredients while making play dough. They pour a whole bottle of salt into the mixture before attempting to eat it.

Leaders understand what it is that they want children to learn. However, this is not consistently implemented into practice. The quality of interactions between some staff and children are weak, this includes for children with special educational needs and/or disabilities. Some children become bored and wander around the room. Furthermore, staff do not provide an environment that helps to develop children's curiosity and engagement in their play and learning. Although staff complete planned activities for children, these are loosely based on topics and themes rather than what children need to learn next. This means that some children do not benefit from an ambitious curriculum that helps them to sustain good levels of engagement in their play and learning. This is particularly relevant for younger children.

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

- Leaders and staff work with other professionals and share relevant information with them about children's individual needs. This includes schools where children attend and the local authority. Leaders evaluate the nursery and walk around the setting on a weekly basis to review the overall quality and observe staff practice. They recognise that there are some weaknesses in practice. Leaders carry out supervision sessions for staff and deliver training sessions. However, these have not yet been effective. This includes addressing weaknesses in how the setting's curriculum is implemented into practice.
- Leaders and staff have a number of strategies in place to share information with parents. This includes through newsletters, an online platform and stay-and-play sessions. Pre-school children use a soft toy and resources that are used between home and nursery. This helps children to settle in well.
- Babies smile at staff as they sing songs with them and look at picture books. Staff listen and respond to babies' attempts at making sounds and repeat sounds back to them. This helps to suitably promote babies' communication and language skills. Furthermore, staff are caring towards babies and help them to settle into the setting. This includes gathering information from parents when children first start. This helps to promote children's emotional well-being.

- Staff take children on outings in the local community. This includes looking for insects following children's interests in their favourite story about a worm. Pre-school children show enjoyment as they look at stick insects in the outside area. They listen and respond to staff, who talk to children about handling the insects carefully. Children show that they build friendships with one another. Pre-school children behave well and share books and resources with one another. This helps to suitably develop their social skills.
- Children are provided with appropriate physical play games. They are provided with healthy foods during lunchtime and follow suitable hygiene practices. This helps children to understand the importance of leading a healthy lifestyle.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in the setting's risk assessment practices mean that children's safety and welfare are not promoted at all times. Although staff complete the relevant paediatric first-aid training, they do not ensure safe practices are routinely followed. This is particularly relevant around care practice times of the day, such as mealtimes. Leaders and staff are aware of the possible indicators of abuse and the procedure to follow. They understand to report any concerns about allegations against staff. Leaders review the ongoing suitability of staff to ensure those working with children are suitable to do so. The setting's safeguarding policy covers the safe use of mobile phones at the setting.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve the supervision arrangements for children, including risk assessment procedures, particularly during care practices, such as mealtimes, to ensure children's safety and well-being	26/09/2023
implement an ambitious curriculum for all children and provide an environment that helps to develop children's curiosity and engagement in their play and learning	26/09/2023
improve performance management for all staff and identify and address weaknesses in practice.	26/09/2023



## Setting details

<b>Unique reference number</b>	EY537087
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10309230
<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 12
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Hamond House Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908125
<b>Telephone number</b>	01924650745
<b>Date of previous inspection</b>	6 September 2018

## Information about this early years setting

Hamond House Day Nursery registered in 2016. The nursery employs five members of childcare staff, all of whom hold early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.15am until 6.15pm, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Allison

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider 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 provider.
- The provider, 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 inspector spoke with the manager and provider about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 group activity with the manager and provider.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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