

# Inspection of Creations Community Children's Centre and Day Nursery

Creation Community Childrens Centre, Ling Bob School, Halifax HX2 0QD

---

Inspection date: 3 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Warm and welcoming staff greet children and their families on arrival. Children arrive happy and eager to start their learning. Leaders and managers introduce a familiar routine for children to follow. Staff give clear indications when children move from one activity to another. When staff shake the tambourine, children stop to listen. They all join in and sing the tidy-up song. Children help to tidy up. Staff support children to get ready for going outside. Children feel safe and follow the routines of the rooms.

Staff have high expectations of children's behaviour. They consistently model the behaviour they expect, such as saying 'please' and 'thank you'. Children learn to follow simple rules. Their behaviour is good. Staff praise all children's efforts. They encourage children to have a go and keep on trying. Staff offer support when needed. Babies smile with delight when they climb onto a stepping stone. Older children show excitement when they successfully build a sandcastle.

Leaders and managers plan opportunities for children to hear a range of stories, songs and rhymes. They plan songs and a book of the month. Children hear familiar songs and stories repeatedly over time. Children look at books independently. They snuggle up to their key person to listen to a story. Children enjoy listening to familiar stories in small groups. They enjoy joining in with the words of a story. Children sing the rhymes used during transition times. All children develop a love and a secure understanding of stories, songs and rhymes.

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

- A well-implemented key-person system helps children, including those with special educational needs and/or disabilities (SEND), to form warm and positive relationships with staff. Children go to staff for comfort when they are upset. Babies use their key person as a secure base to explore the environment. Older children talk to staff about their home lives.
- Children with SEND are extremely well supported. Staff plan activities and opportunities that meet their individual needs. They work closely with other agencies to make sure that children receive the best possible start. Agencies working with the nursery comment on the excellent work that staff do to meet the needs of both the children and their families. Leaders and managers identify what support children need. Plans are in place to prepare children for their next stage of learning. Children with SEND achieve the best possible outcomes.
- Staff plan opportunities for children to develop good physical control and coordination. Children run and chase bubbles in the outside area. They squeeze play dough with their fingers. Older children use tools to prod and poke the dough. They learn to hold a pencil when mark making. Children develop their

small-muscle skills.

- Staff plan opportunities for children to develop their independence skills. Young children learn to feed themselves with a spoon. Older children begin to serve themselves and use a knife and fork. Children learn to pour their own drinks. They find their coats and begin to try to put them on themselves. Children become independent learners.
- Leaders and managers have a clear focus on developing children's communication and language skills. Staff plan activities to teach children key words and listening skills. Overall, staff are skilled in their interactions with children. They speak clearly and use signs and symbols to support children's understanding. However, occasionally, staff ask younger children too many questions. This does not support children to have time to answer and use their language skills.
- Staff introduce children to mathematical language. They use the language of 'big' and 'small' and count objects with children. Staff introduce the language of time to older children. They ask, 'How long will that take to cook?', and comment on how long children need to brush their teeth. Children begin to use the language in their play and say, 'Dinner will be five minutes'.
- Leaders and managers use additional funding effectively. They identify the needs of children and put in place resources that support their developing needs. Staff provide equipment to meet the sensory needs of children with SEND.
- Families feel extremely well supported by the nursery. Parents comment that staff are fantastic and nothing is too much trouble. They say that staff are welcoming and approachable. Parents feel very well informed about their child's learning and their next steps. They report that they have formed positive relationships with their child's key person. Parents welcome the home learning packs that they receive. Some parents attend training sessions to enable them to continue their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are secure, and staff use risk assessments effectively to maintain a safe environment for children to play in. All staff understand their responsibility to protect children. They have a clear understanding of the signs that may indicate children are at risk of abuse. There are clear procedures in place should they have any concerns about children or an adult in the nursery. Leaders and managers have robust recruitment procedures to ensure that staff are suitable. They make sure that staff receive safeguarding and first-aid training. Leaders and managers use regular supervisions to ensure staff's ongoing suitability. They make sure that staff's well-being is a priority. Staff comment they feel very well supported both in their own well-being and in their professional development.

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

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

- support children's developing communication and language skills further, such as by using skilful questioning techniques and giving children time to think and respond.

## Setting details

<b>Unique reference number</b>	EY484217
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10238458
<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>	33
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	North Halifax Partnership Limited
<b>Registered person unique reference number</b>	RP903426
<b>Telephone number</b>	01422 434006
<b>Date of previous inspection</b>	3 November 2017

## Information about this early years setting

Creations Community Children's Centre and Day Nursery registered in 2014 and is located in Halifax. The nursery employs 14 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications at level 3 or above, including one who has a degree in early years. The nursery opens 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

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 manager and has taken that into account in their evaluation of the nursery.
- The manager, a senior practitioner 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 special educational needs coordinator 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.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with a senior practitioner.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023