

Inspection of Little People Heckmondwike

18 Goose Hill, HECKMONDWIKE, West Yorkshire WF16 9EE

Inspection date: 15 December 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 arrive at nursery motivated for their day ahead. They receive a warm welcome from staff who know the children well. Staff develop nurturing bonds with the children who seek them out for comfort and reassurance. This helps children feel happy, safe and secure at the nursery. Staff have high ambitions for the children at the nursery. They act as good role models to the children. Children behave well and staff quickly intervene when issues arise. They clearly explain expectations to children which supports children to understand their feelings and emotions.

The manager has developed learning programmes which are specifically designed to build on what children already know and can do. There is a focus on supporting children's communication, language and physical development. Staff implement these learning programmes through a mixture of inviting child and adult-led activities. For example, some children independently explore their senses in a wintery tray, while others prepare the snack with a member of staff. Children are making good progress and are developing lots of new skills to help them prepare for school.

The new manager is working hard to implement improvement plans. She is committed to continuous improvement. This positive attitude is reflected across the nursery team.

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

- The manager has prioritised children's physical development following the COVID-19 pandemic. Children spend lots of time in the fresh air, developing their large muscles and increasing their heart rates. For example, children climb up on the pirate ship equipment and run around on the lawn. Oral health is a priority. Parents receive lots of helpful information and support to register with a dentist and help children move on from using a dummy. This helps children to develop healthy lifestyles and bodies.
- Staff support children to learn the skills they need to be independent and ready for their next stage in education. For example, at mealtimes, babies confidently pour their drinks and successfully drink from cups. Older children confidently find and put on their coats and boots. When faced with difficulties, they persevere and are motivated to complete their task. This helps children develop their confidence, resilience and self-esteem.
- Overall, children enjoy and engage with the activities planned for them. However, at times, during group activities, some children do not consistently engage. For example, during singing time, less confident children are not fully supported and encouraged to join in. This means they do not always benefit

fully from the learning experiences planned for them.

- Supervision arrangements support staff's professional development and the delivery of the learning programs at the nursery. For example, staff have targeted action plans to help improve their interactions and understanding of child development. However, the new manager has not fully implemented these targeted plans to improve quality. This means that children do not experience interactions and engage in learning programmes of a consistently high quality.
- Staff know how to identify gaps in learning and when to refer children for additional support. The special educational needs and/or disabilities coordinator works effectively with a number of professionals and outside agencies. She ensures that targeted support plans are delivered with integrity. Children with special educational needs and/or disabilities (SEND) and children from disadvantaged backgrounds are making good progress at the nursery.
- Additional funding is spent effectively and used to directly support the individual child. For example, staff have helped parents with uniform costs and have recently began developing a sensory room to help children regulate their emotions and receive targeted support. This helps children make good progress regardless of their needs or disadvantage.
- Parent partnerships are a strength of the nursery. Parents are extremely happy with the setting, especially those parents who have children with SEND. They feel supported and report that their children are coming on in 'leaps and bounds'. They feel informed about their children's learning and appreciate the time staff set aside to keep them regularly updated.

Safeguarding

The arrangements for safeguarding are effective.

The nursery team have robust safeguarding knowledge and understanding. They attend regular training to keep them updated. Recruitment and induction systems ensure that staff are suitable to work with children. Policies and procedures support children's welfare and keep them safe from harm. For example, staff undertake welfare visits when children have been absent from nursery. Staff know what to do should an allegation be made about an adult working at the nursery. Arrangements for first aid are effective. Risk assessments ensure that children are protected from harm. Equipment and furniture are in a good state of repair.

What does the setting need to do to improve?

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

- ensure staff fully support quieter children during group activities so they benefit fully from the planned learning experiences
- fully implement staff's targeted action plans so that children experience interactions and engage in learning programmes of a consistently high quality.

Setting details

Unique reference number	EY497420
Local authority	Kirklees
Inspection number	10311827
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	0 to 4
Total number of places	77
Number of children on roll	39
Name of registered person	Little People (Bramley) Limited
Registered person unique reference number	RP901360
Telephone number	01924 509883.
Date of previous inspection	11 April 2018

Information about this early years setting

Little People Heckmondwike nursery registered in 2016 and is located in West Yorkshire. The nursery employs thirteen members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Bligh

Inspection activities

- 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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 that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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