

Inspection of Helen Howes Private Day Nursery

559-565 Bradford Road, Birkenshaw, Bradford, West Yorkshire BD11 2AQ

Inspection date: 9 January 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and excited to learn at this caring and nurturing, family run nursery. Leaders and managers plan an environment to encourage children to be inquisitive learners. Babies enjoy exploring sounds as they shake the musical instruments. Staff encourage older babies to learn about cause and effect as they kick a balloon. Older children concentrate as they pour water from one container to another. Children are involved in their play and make good progress. They display a positive attitude to their learning.

Staff build positive relationships with children and families. They gather information from parents before babies start. This means staff can get to know babies quickly and help them settle when they first start. Babies use the familiar adult as a source of comfort. Children enjoy talking and playing with staff. They ask for help when needed. Children feel safe and secure. Staff have high expectations of children's behaviour. They teach children the rules of the nursery. Children's behaviour is good.

Children have regular opportunities to develop their independence skills. Staff encourage children to feed themselves from an early age. Older children learn to put their own coats on. They take their shoes off and look for their slippers in their tray. They begin to pour their own drinks at breakfast and snack times. Children develop the skills they need when they move to school.

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

- Leaders and managers plan an ambitious curriculum for all children. Children build on what they know and can do. For example, babies become confident crawlers. They then build on these skills as they begin to walk. Staff encourage older babies to use the climbing frame to build their strength. Children skilfully run and jump off objects in the outdoor environment. They are confident movers.
- Children develop a love of stories, songs and rhymes. Staff sing songs and rhymes with children. Children tap their knees along to the music. They enjoy listening to stories. Staff ask questions and encourage children to talk about the story. Children sit and 'read' a story to themselves. However, staff do not always consider the environment when reading stories. For example, staff share a book with younger children while music is playing next to them. This does not support children to listen effectively.
- Staff support children's language development. They introduce new words as young children play. For example, when playing with animals, babies say 'moo' and point to the cow. Staff model the word 'cow' and the babies repeat the word 'cow'. Staff speak clearly and model language well. They comment on what

children are doing. Children are confident communicators.

- Staff are respectful to children. They ask children if they can change their nappies. Staff talk to children and sing songs as they change them. They are respectful of their dignity when changing their nappies. However, sometimes staff do not always ask children if they can wipe their noses. Staff sometimes do this for them without asking. This does not allow children to learn about their personal needs.
- Staff teach children about the rules and routines of the nursery. They explain to children that it is tidy-up time before going out to play. Children stop and listen and help to put their toys away. Staff help children to keep themselves safe. They explain why children cannot stand on the chair; in case they fall. Staff encourage children to help sweep the floor, so that they do not slip.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. They work well with outside agencies to ensure children meet their targets. Leaders and managers use additional funding to meet the individual needs of children. Children with SEND make good progress.
- Parents speak positively about the nursery. They comment that staff are nurturing and caring. Parents value the pictures and 'wow' moments that staff share on the online app. However, staff do not always ensure parents know children's next steps. Leaders and managers provide home learning bags. However, this is not yet embedded. Parents do not always know how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the effect background noise has on children's developing listening skills
- support staff to consistently enable children to do things for themselves, to promote children's personal development to a higher level
- strengthen the information already shared with parents to ensure all parents know and understand children's next steps and how they can support learning at home.

Setting details

Unique reference number	311270
Local authority	Kirklees
Inspection number	10325733
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 10
Total number of places	78
Number of children on roll	106
Name of registered person	Howes, Helen Elizabeth
Registered person unique reference number	RP906775
Telephone number	01274 681643
Date of previous inspection	15 August 2018

Information about this early years setting

Helen Howes Private Day Nursery registered in 1989. The nursery employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including five who hold level 6. The nursery opens from Monday to Friday, for 51 weeks a year. 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The assistant manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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.
- The inspector observed the interactions between staff and children.
- The deputy manager and the inspector carried out a joint observation during an activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The deputy 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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