

# Inspection of Hamond House Day Nursery

183 Leeds Road, Heckmondwike WF16 9DB

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Inspection date: 28 February 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 Inadequate

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

### **The provision is good**

Staff allow children to choose their own play. They then interact to extend children's interests as they happen. For example, pre-school children independently connect pieces of a wooden track. They guide trains along the route, demonstrating their small-muscle development and early hand-to-eye coordination skills. Staff suggest using the wooden blocks when pre-school children decide to build bridges and tunnels. Pre-school children show their positive attitude to learning through their enjoyment in achieving their own goals.

Staff are good role models. They have high expectations for children's behaviour and conduct. Children are very respectful of their friends and staff. They play well together and share resources. Pre-school children show high levels of confidence in social situations. For example, they ask visitors their name and why they are attending their nursery. Pre-school children explain the behaviour rules in place, such as how they use their 'listening ears' and 'walk indoors'.

The manager and staff continue to identify the impact on children of the COVID-19 pandemic, particularly children's language, physical and social development delays across the two- to four-year age range. Staff provide many experiences for children to develop their communication skills across the nursery. They introduce children to words such as 'happy', 'sad' and 'worried' to develop their emotional literacy. Children have good opportunities to extend and enhance their physical development indoors and outdoors.

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

- The nominated individual, manager and staff have worked hard to meet the actions raised at the last inspection. They have sought support from the local authority to help raise their practice. The nominated individual and the manager have recently implemented planning in the moment. This means children choose their own play, and staff interact to enhance children's interests. However, staff do not always make use of open-ended questions to extend and challenge children's interests further. At times, this hinders how children expand their curiosity and how they are supported to extend their learning in the moment.
- Staff offer lots of different textures for children to explore with their fingers. For example, babies enjoy playing with sand. Pre-school children use brushes, their fingers and fresh flowers to make marks on paper with paint. Children of all ages have opportunities to enhance their sensory exploration through a range of materials.
- Babies enjoy looking at photos of their family members. They name some of the people they see. Babies listen to stories read by staff. They learn to make farm animal sounds. Babies giggle as staff tickle their noses with a feather. One holds

out their hand and says 'stuck' as the feather sticks to their fingers. Staff use signs and actions alongside words when speaking with all children. This helps to support all children's early language development.

- The manager and staff support children with special educational needs and/or disabilities and those awaiting diagnosis well. They build positive working relationships with other professionals and parents. Funding is used well to ensure good outcomes for children.
- Staff who are bilingual record nursery rhymes for children in their home language, such as Polish. This allows children to join in with their peers during singing activities. These approaches help to support children who speak English as an additional language and contribute to their sense of security and belonging.
- Toddlers enjoy role play. They imitate what they have seen some adults do. For example, toddlers take on the role of the doctor and carry their medical case. They role-play using medical instruments on staff and their peers.
- Staff supervise children well during mealtimes. They consider children's food preferences, dietary requirements and allergies. Staff support children's social and independence skills from a young age. For example, toddlers sit at the table with their friends and take it in turns to put healthy and nutritious food on their plate.
- The manager and staff plan social events for parents and other family members at the nursery, such as Mother's Day and Father's Day brunches. Parent partnership and support for the whole family are real strengths of this nursery. The manager and staff also establish good relationships with others in their community, including schools and the nearby care home. This supports children's moves to school and their intergenerational relationships.

## 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:**

- continue to monitor staff's practice and support them to use a greater range of questioning to help enhance children's curiosity and extend their learning further.

## Setting details

<b>Unique reference number</b>	EY537087
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10312975
<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>	1 to 4
<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>	5 September 2023

## Information about this early years setting

Hamond House Day Nursery registered in 2016. The nursery employs eight members of childcare staff. Of these, four hold early years qualifications at level 3, one holds a qualification at level 4, one is qualified to level 2 and two are unqualified. 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

Jane Tucker

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, the nominated individual and the inspector completed a learning walk together of all areas of the nursery and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views on the staff 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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