

# Crossley Mill Nursery

New Road, Hebden Bridge, West Yorkshire, HX7 8AD



## Inspection date

23 April 2015

Previous inspection date

14 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Safeguarding procedures are robust and children's safety is at the heart of everything all staff do. As a result, children are kept safe and are highly skilled in keeping themselves and others safe.
- All staff are well qualified and work together as a cohesive team. They make good use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the nursery.
- The quality of teaching is good and sometimes staff use outstanding practice in their interactions with children. Children develop high levels of motivation because activities cater for their individual needs and interests.
- Children take part in a wide range of good-quality activities, planned to meet their individual needs and promote their overall development. This means children make good progress across all areas of learning.
- Partnerships with parents and other settings are a key strength of the nursery and staff work hard to ensure there is a joint approach to children's care and learning.
- The nursery cook provides healthy and nutritious snacks and home-cooked meals for lunch, which promotes children's health from an early age.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to challenge all children and extend their learning to the optimum level.
- Systems to precisely follow the progress of specific groups of children are not fully embedded.
- Staff do not always fully promote older children's physical and self-help skills during daily routines, such as during mealtimes.

## What the setting needs to do to improve further

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

- extend opportunities to challenge children's learning, for example, by allowing children more time to think about their responses and to extend their ideas
- focus more precisely on systems for checking children's progress to identify groups of children who may benefit from additional or targeted support
- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities that enable the older children to practise and develop their self-help skills even further.

### Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the nursery manager in the outdoor area.
- The inspector held discussions with the manager and deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Amanda Forrest

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching overall is very good and on occasions is outstanding. This is because the staff carry out regular observations of the children during play to assess their skills and identify their current interests and how they like to learn. They then use this information to plan a wide range of activities and opportunities which support the children's identified next steps in learning. All rooms in the nursery have been set up into learning areas and all children have access to a wide range of toys and resources that help them develop independence. For example, children explore paints, make marks and investigate mini-beasts. Staff support children to recognise colour and develop an understating of positional language, such as 'next to', 'behind' and 'in front'. However, sometimes staff do not question children effectively and give them sufficient time to respond, to encourage them to think creatively and extend their ideas. Overall, children effectively gain the skills to support their future learning and their eventual move on to school.

### **The contribution of the early years provision to the well-being of children is good**

The environment is safe and welcoming. Children have positive relationships with their key person, formed during their settling-in sessions and when moving between rooms in the nursery. Younger children benefit from cuddles when they need reassurance; this promotes their emotional well-being. Older children's self-esteem is promoted superbly. For example, their good behaviour and achievements are rewarded through praise. As a result, children's behaviour is good. All children benefit from a range of outdoor play equipment. This enables them to develop good physical skills and get regular fresh air and exercise. Staff have completed training in health, nutrition and exercise. Mealtimes are a relaxed and sociable occasion, and staff sit and talk with the children. However, staff do not make the most of every opportunity to allow children to be independent during daily routines. For example, occasionally children are not encouraged to serve themselves during mealtime. Staff plan activities around different celebrations that are meaningful to the children who attend, to support their understanding of the wider world.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager is clear about her roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Effective arrangements for staff recruitment are in place, which ensures only suitable people work with children. The manager reflects on practice and ensures the well-qualified staff team access regular training and all take part in the highly effective supervision process. This means their knowledge and expertise is continually strengthened, which supports children to progress very well. The manager regularly monitors the individual progress and checks the accuracy of children's ongoing assessments. However, this is used less effectively to build an accurate picture of the progress of specific groups of children.

## Setting details

<b>Unique reference number</b>	303727
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	867489
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	65
<b>Name of provider</b>	The Hebden Bridge Nursery Action Group Limited
<b>Date of previous inspection</b>	14 December 2009
<b>Telephone number</b>	01422 845820

Crossley Mill Nursery was registered in 1998. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications; one at level 6, one at level 4 and 10 at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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