

# Hebden Nursery Ltd

Old Methodist Chapel, Main Street, Burnsall, North Yorkshire, BD23 6BP



## Inspection date

1 April 2016

Previous inspection date

28 February 2012

| <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        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of the different ways that children learn and develop. Good flexibility during challenging activities enables children to direct and extend their own learning in accordance with their own preferred styles and interests. This helps to maintain children's attention and contributes to them making good progress.
- The well-qualified staff team works very well together. They show a clear desire to improve through their regular evaluations of practice, daily discussions and detailed development plans. This helps all staff to adopt a very clear and focused vision, to continually enhance the quality of care and learning for children.
- Partnerships with parents are superb. Staff have excellent strategies in place to engage parents in their children's learning both within the setting and at home. Parents are highly valued. They are welcomed into the nursery to share their skills and culture to enhance children's understanding of the wider world.
- Children are warmly welcomed into an inclusive, safe and resourceful environment by a team of dedicated and caring staff. Key persons form very good relationships with their children. They respond to children's every need to help ensure that their emotional well-being is effectively nurtured.

### It is not yet outstanding because:

- Systems for evaluating staff performance are not always rigorous enough to identify highly focused professional development opportunities, to enhance staff's teaching practice to the very highest levels.
- On occasions, staff intervene too quickly and do not provide enough opportunities for children to investigate and solve simple mathematical problems in their own time.

## What the setting needs to do to improve further

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

- strengthen performance management and provide more regular opportunities to evaluate staff performance even more rigorously and seek highly focused professional development opportunities to enhance teaching to the highest levels
- give children more opportunities to investigate and solve simple mathematical problems independently and in their own time.

### Inspection activities

- The inspector toured the nursery.
- The inspector took account of the views from parents spoken to on the day of the inspection, and from comments noted on the provider's own feedback forms.
- The inspector held discussions with managers, staff and children throughout the inspection.
- The inspector observed children during their freely chosen and routine activities both indoors and outside.
- The inspector examined a range of documents. These included, evidence of suitability checks, staff training records, policies and procedures, risk assessment records and children's observation and assessment files.
- The inspector conducted a joint observation with one of the managers during a planned activity.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the procedures to follow to protect a child's welfare. Accident records are closely monitored. This quickly prompts a review of the risk assessments to prevent any further accidents occurring and helps to keep children safe. Stringent recruitment procedures ensure that staff are skilled and suitable. Staff monitor children's progress at every level to ensure that any emerging gaps in learning for individual or groups of children are swiftly identified and supported. Inclusive self-evaluation values the views of children, parents and others.

### Quality of teaching, learning and assessment is good

Staff are responsive to children's learning needs. Planned activities take into account the next steps and interests for each child, helping to build upon their prior learning. Babies enjoy using a range of role-play resources, such as cups and spoons to recreate real-life experiences. Older children develop good social skills during activities, such as circle time. They listen to instructions carefully and get excited when working together as part of a team to achieve a given task. Staff provide innovative experiences for children to develop their sensory skills. For example, babies independently investigate the different sounds that toys make and enjoy activities, such as water play. Older children enjoy using their own independent methods to study how different materials, such as ice, change shape.

### Personal development, behaviour and welfare are good

Staff continually look for ways to ensure that children are assured and happy in their care. Effective systems, such as home visits have been introduced so that children are able to get to know staff initially, in an environment that is familiar to them. Good links are formed with local schools. Regular visits to celebration assemblies, visits from children from the Reception class and the home book scheme help children to learn about school customs and routines. This contributes to children feeling assured and settled during times of change. Children are highly valued. Methods, such as the kindness tree recognise and celebrate the kind and helpful behaviour that children exhibit and help all children to understand the expectations. Exciting outdoor activities, such as, planting fruit and vegetables, woodland activities and walks along the river contribute to children adopting healthy lifestyles.

### Outcomes for children are good

All children make good progress from their starting points. Staff use effective strategies to support children who speak English as an additional language to become good communicators. Excellent partnerships, effective use of funding and individualised targets help disabled children and those who have special educational needs to make good progress. Babies develop a desire to explore independently. Effective displays, such as the family board help children to become very aware of themselves and others. Older children are enthusiastic learners who develop high levels of self-confidence and independence. This prepares all children well for their next stages in learning, including school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY434389  |
| <b>Local authority</b>             | North Yorkshire                                     |
| <b>Inspection number</b>           | 853525  |
| <b>Type of provision</b>           | Full-time provision                                 |
| <b>Day care type</b>               | Childcare - Non-Domestic                            |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 0 - 5   |
| <b>Total number of places</b>      | 26  |
| <b>Number of children on roll</b>  | 28  |
| <b>Name of provider</b>            | Hebden Lodge Nursery Ltd                            |
| <b>Date of previous inspection</b> | 28 February 2012                                    |
| <b>Telephone number</b>            | 01756720141 07824684975                             |

Hebden Nursery Ltd registered at their current premises in 2011. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one manager with Early Years Professional status and Qualified Teacher Status and one manager who holds an appropriate level 5 qualification. Two staff are working towards appropriate qualifications at level 3. The nursery opens from Monday to Friday, all year round, with the exception of the Christmas period and bank holidays. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those who have special educational needs and children who speak English as an additional language.

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