

Hipperholme & Lightcliffe Day Nurseries Limited



Field House, 256 Bradford Road, Brighouse, West Yorkshire HD6 4BW

Inspection date	19 September 2018
Previous inspection date	3 December 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- Leaders monitor staff's performance with high-quality supervisions. They produce excellent evaluations of staff's practice and provide first-rate coaching. All staff, including those that are unqualified, deliver a superb quality of teaching.
- Leaders and staff are extremely enthusiastic to continually develop and increase their knowledge and work towards higher level qualifications. Children receive high-quality learning experiences that help to prepare them exceptionally well for their future education.
- Leaders implement robust risk assessments that underpin staff's practice. They create a culture of vigilance and expertly promote children's health, safety and well-being.
- Staff use their exceptional knowledge of children's interests and individual needs to plan an extremely wide range of activities. All those involved in children's learning contribute to extremely accurate assessments. Children make substantial progress from their starting points.
- Children's mathematical development is supported exceptionally well from a young age. For example, toddlers learn about big and small as they explore conkers in water play.
- Staff build excellent working relationships with parents, supporting children's continuity of learning.
- Children show exceptional behaviour and high levels of independence and self-confidence from a young age. They develop excellent personal, social and emotional skills.
- Children have excellent opportunities to use their physical skills. They twist and turn as they chase and catch leaves blowing in the wind and separate them in colour. Staff use the highly stimulating outdoor area superbly to enhance children's learning.

What the setting needs to do to improve further

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

- continue to refine the ways the analysis of children's progress is undertaken to enhance further the high-quality practice and rapid progress children make.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed joint observations with one of the providers.
- The inspectors held a meeting with the nursery manager and providers. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspectors

Jane Tucker

Frank Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders and staff complete comprehensive safeguarding training and know how to recognise signs and symptoms of abuse. Staff consistently ensure that they immediately and accurately record any existing injuries and accidents to children. Leaders work closely with local agencies if they have any concerns about a child's welfare. They implement and follow robust policies and procedures, such as complaints. Leaders understand their responsibility to notify Ofsted of any significant events. Comprehensive recruitment systems help to ensure staff are suitable to work with children. Leaders implement extremely robust procedures to track and analyse children's individual progress. However, they have ambitious plans to develop this analysis to enhance staff's practice and children's outcomes even further.

Quality of teaching, learning and assessment is outstanding

Staff place a very strong emphasis on developing children's early language and communication skills. For instance, they use signs and actions to support their spoken words throughout toddlers' play. Staff copy babies' babbling sounds and introduce single words in meaningful context. Staff make learning extremely fun. For example, as they read stories to toddlers they ask, 'Do penguins need to wear coats?'. Toddlers giggle aloud and say, 'No silly' and staff skilfully guide their learning about differences between people and animals. Staff challenge older children's learning incredibly well and encourage them to solve problems and make predictions. Older children work things out for themselves and develop their own ideas with highly attentive adult support.

Personal development, behaviour and welfare are outstanding

Staff give children's well-being high priority. They carry out home visits to learn as much as they can about children's individual needs before they start at the nursery. Children form exceptionally close bonds with their key person and leave their parents with ease. They are very happy, settled and emotionally secure. Children enjoy high-quality meals which are freshly prepared each day. The cook is actively involved in baking activities with the children using the food they have grown. Children plant seeds to harvest fruit and vegetables. They have great opportunities to learn about the world. Staff meticulously follow hygiene procedures to help protect children's health.

Outcomes for children are outstanding

Children learn a wide range of skills that prepares them exceptionally well for their move in the nursery and on to school. Babies have time to explore and manipulate paint. Toddlers concentrate outstandingly as they sit and listen to stories. Older children demonstrate excellent mathematical awareness. They confidently recite numbers in order, to sixteen as they measure their twigs outdoors. Older children show their understanding of number order as they recognise the smallest number from a given group. They very confidently link sounds to letters they represent and match them to familiar words, such as 'A' for apple. Older children fit pieces of a programmable toy together. They show their delight in reaching their goal when they turn the button to on, and the 'caterpillar' moves.

Setting details

Unique reference number	EY401758
Local authority	Calderdale
Inspection number	10078440
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	1 - 10
Total number of places	145
Number of children on roll	125
Name of registered person	Hipperholme & Lightcliffe Day Nurseries
Registered person unique reference number	RP529355
Date of previous inspection	3 December 2013
Telephone number	01484 711 015

Hipperholme & Lightcliffe Day Nurseries Limited registered in 2010. The nursery employs 22 members of childcare staff. Of these, nine are unqualified, eight hold appropriate early years qualifications at level 2 or above, four hold early years teacher status and one member of staff holds qualified teacher status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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