

Inspection of Hipperholme & Lightcliffe Day Nurseries Limited

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

Inspection date: 8 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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What is it like to attend this early years setting?

The provision is good

Children are highly engaged in their learning while being supported by knowledgeable staff who know them well. Staff carefully consider what they want children to learn next and provide opportunities for children to practise their newly learned skills. For example, children practise mixing and measuring out ingredients during a baking activity. Staff comment on what children are doing and say words such as 'mix' and 'stir' to increase children's vocabulary. From a young age, staff introduce new language to children, supporting all children to make good progress in their communication and language development.

Staff consistently teach children what is expected of them. They model good manners, such as saying please and thank you, and older children do this without being prompted. On some occasions when children are not able to regulate their own emotions or behaviour, staff respond sensitively. They get down to the children's level and talk to them about their feelings. This helps children to behave well and get along with their friends.

Relationships with babies are sensitive and tailored to their individual needs. Staff provide comfort and meet their care needs well. They give babies choices from a young age using physical prompts. For example, babies choose their favourite nursery rhyme from pictures that represent them. This supports children to develop their confidence and self-esteem from a young age.

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

- The manager designs an ambitious curriculum that builds on what children already know and can do. They gather information right from when children first start at the nursery so that they understand the skills and knowledge children already have. They use this knowledge alongside the staff team to plan teaching and learning that helps children to make good progress in all areas of learning.
- Children are well prepared for school. Staff focus on skills such as developing independence and confidence. They teach children to use cutlery and to put on their own coats and shoes. They ensure that children are able to communicate their needs by building positive relationships. This ensures that children are ready for this next stage in their learning.
- Staff teach children about the world around them. They provide opportunities to grow vegetables and children take responsibility for caring for them. For example, children say that plants need water to grow as they fill up their watering cans. They collect leaves outside and compare the differences between them.
- Staff are skilled at commenting on children's play during child-initiated activities. During adult-led activities, staff use open-ended questions to spark children's

interest. For example, they ask 'What do you think made the holes on the leaves?'. However, staff do not always expand on this by asking further questions to keep children interested. Occasionally, this does not enable children to develop their curiosity and imagination.

- Staff are skilled at meeting the needs of children with special educational needs and/or disabilities (SEND). They provide individual support and targeted activities that focus on areas that children need support in the most. They recognise the times of the day that might be more difficult for children to manage and make adaptations. This helps children to feel safe and develop their emotional well-being.
- Staff communicate well with external agencies to ensure that they have a holistic view of children's needs. This helps staff to further support children, such as with their communication and language skills. In particular, this helps children with SEND to make progress alongside their peers.
- Parents praise the nursery staff for the support they provide for their children. They say that they know what the staff are teaching their children and the skills they want their child to develop. This helps them to further support their child at home. They describe the fantastic care that children receive and how their children have become more confident and made new friends since attending the nursery.
- Managers provide a range of opportunities for staff to develop their practice and skills. Managers observe staff practice and provide detailed feedback about areas for development. They provide targeted training sessions as a result of the observations and discussions with staff. For example, staff have recently received training to support them to improve the quality of interactions with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs of abuse and harm. They know the procedure for reporting any concerns about children. This ensures that children receive swift support to protect them from any further harm. Staff understand the procedures for managing allegations against staff and are confident about whistle-blowing procedures. This also ensures that swift action is taken to protect children when needed. Managers ensure that staff have regular training to keep their safeguarding knowledge current and in line with local procedures. Robust risk assessment processes ensure that children are kept safe in the nursery and on outings.

What does the setting need to do to improve?

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

- provide more opportunities for all children to develop their curiosity and imagination.

Setting details

Unique reference number	EY401758
Local authority	Calderdale
Inspection number	10301827
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	145
Number of children on roll	60
Name of registered person	Hipperholme & Lightcliffe Day Nurseries Limited
Registered person unique reference number	RP529355
Telephone number	01484 711 015
Date of previous inspection	21 November 2022

Information about this early years setting

Hipperholme & Lightcliffe Day Nurseries Limited registered in 2010 and is located in Brighouse, West Yorkshire. The nursery employs 9 members of childcare staff. Of these, four hold qualified teacher status or early years professional status, and six hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, for 52 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.

Information about this inspection

Inspector
Aimee Hill

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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