

# Siddal Children's Centre Nursery

Siddal Primary School, Backhold Lane, Halifax, HX3 9DL



<b>Inspection date</b>	16 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
Effectiveness of the 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

### This provision is outstanding

- Staff have high aspirations for all children and have a firm belief that all children are competent learners. This leads to a superior commitment to inclusion. Staff remove barriers to learning, establishing first-class partnership working with others. Consequently, all children thrive and excel in their learning.
- Staff model excellent social skills. As a result, children's behaviour is exceptional and they are highly sociable. Children are considerate and play collaboratively, sharing ideas during animated pretend play with transport toys and guttering.
- Children's learning and independence are significantly enhanced because of staff's high quality, fun and motivating teaching and exemplary learning environment. Staff's excellent creativity means they use extensive, rich and innovative ways to engage children. This includes those individuals or groups of children at risk of underachieving.
- Staff promote children's safety, physical well-being and their understanding of keeping safe and healthy to an exceptionally high standard.
- Staff undertake first-class consultation with parents to meet children's individual needs and emotional well-being. There is outstanding information sharing during the excellent settling-in period and thereafter. This starts with home visits which are supported with magnificent displays sited in corridors leading to and inside the nursery rooms.
- The provider and staff at all levels have an exceptional and admirable passion and dedication to families. Their dynamism and exceptional expectations of themselves lead to an inspiring drive and commitment to continuous improvement.

## What the setting needs to do to improve further

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

- continue to develop the outdoor provision and further enrich the all-round learning and development of children who have a preference for being outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the early years professional.
- The inspector held a meeting with the nursery manager, the children's centre manager, who is also the nominated person for the organisation, and one of the other registered individuals. She 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.

### Inspector

Rachel Ayo

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Staff have a superior knowledge of child protection issues, which is reinforced superbly. Furthermore, unannounced safeguarding audits and safeguarding risk assessments take place. Video monitors and fob-activated key pads promote excellent security. Stringent safe practices are superbly reinforced through displays, signs and newsletters. The monitoring of staff practice is exceptional. There are also outstanding further training opportunities for the already highly qualified staff team. This contributes to staff's professionalism and exceptional provision, as does exhaustive self-reflection tools and action plans. Priority is now being given to developing the outdoors to enrich the learning of children who prefer to play outside. There is excellent consultation with staff, parents and children, with feedback reflected in displays.

### **Quality of teaching, learning and assessment is outstanding**

Staff have an outstanding knowledge of how children learn. They are deployed exceptionally well and have lead roles in developing and overseeing specific initiatives. This significantly enhances provision. Staff ignite children's curiosity and their enthusiasm for learning with a wealth of challenging and captivating experiences. These are meticulously planned from the assessments of children's interests, home experiences and next steps for learning. Children also have free access to the outdoors, which facilitates their preferred learning styles. Staff highly engage and inspire parents through excellent initiatives and home-learning tools. Parents' evenings, for example, inform them about children's progress. Pre-school children delight in chopping up real vegetables in the role play area. Children aged two eagerly explore and investigate enticing sensory media and engage in amusing early pretend play in the role play farm shop.

### **Personal development, behaviour and welfare are outstanding**

Children build secure attachments to staff, who create a very nurturing environment. There are meticulous care and support plans for children who have special educational needs and/or disabilities. These are precisely reviewed and continually updated. Staff organise nursery rooms and daily routines superbly to facilitate children's self-care, confidence and independent learning. Children as young as two readily ask for help to fill up their jug of water for the exciting mud kitchen. Children have an excellent variety of home-made food and create their own herb garden. The nursery has gained a dental health award and implements fun tooth-brushing routines. Empathy dolls and feelings trees help children to learn about behaviour and their own and others' emotions. Visitors reinforce safety messages and children confidently assess and manage risks as they play.

### **Outcomes for children are outstanding**

All children make excellent progress. This includes children who have special educational needs and/or disabilities and those in receipt of additional funding. There is meticulous monitoring and analysis of children's progress, swift early intervention and comprehensive programmes of support. Consequently, achievement gaps are closing rapidly. Children are superbly prepared for moving on to school. They show high levels of excitement and focus and have a wonderful approach to learning.

## Setting details

<b>Unique reference number</b>	EY487779
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1010215
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Halifax Opportunities Trust
<b>Registered person unique reference number</b>	RP532937
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01422 395501

Siddal Children's Centre Nursery was re-registered in 2015 due to a change to the registered body. It operates from Siddal Children's Centre, which is integrated with Siddal Primary School. The nursery employs 13 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3, two hold level 5, one holds level 6 and one has early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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