

Inspection of Little Gleddings Nursery

The Gleddings Preparatory School, Birdcage Hill, Halifax HX3 0JB

Inspection date: 10 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children run happily into the nursery. They are confident and eager to explore, play and learn. Children keep on trying and develop perseverance as they play. They show a can-do attitude, such as when attempting to fit in puzzle pieces.

Children play cooperatively with their friends. They communicate effectively, such as when they pretend to take the lunch order. Children laugh happily and show that they feel safe and secure in the staff's care. Staff are positive role models. They teach children to share the toys from an early age. Babies happily pass the rolling pins and cutters to each other as they play with dough. They beam with delight as staff clap when they successfully make a star. Staff praise children for their good sharing, which helps to raise their self-esteem.

Children develop their independence skills from a young age. They quickly learn to navigate spaces, access resources and activities and to take care of their own personal care needs. Children are taught the importance of hygiene. They learn to wash their hands to keep germs away throughout the day. Children enjoy the frequent praise from staff for their efforts at being independent. This spurs them on to become even more independent.

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

- The newly appointed manager demonstrates a clear vision for the setting. She is enthusiastic and already has plans to further enhance learning experiences provided for the children. For example, she completes supervision sessions for staff and has begun to review the quality of interactions between staff and children. However, this is not yet well embedded. The new manager has not yet had time to build on existing performance management procedures to help identify and swiftly address areas for development in staff's performance and practice.
- Children with special educational needs and/or disabilities are supported well. Staff identify any gaps in children's learning quickly and put interventions in place to support them. Consequently, all children make progress.
- Staff provide many opportunities for children to enjoy fresh air and exercise. Children transition into the large garden and enjoy running, jumping and climbing trees. They climb stairs and slide down slides, and enjoy riding on the bicycles and in ride-on cars. This supports their physical development.
- Staff encourage children to recognise their differences and similarities and what makes them unique. For example, children explore their facial features in a mirror, comparing them to their peers and each creating a picture of their face. Older children take part in weekly French lessons and learn about different cultures.

- Children's early literacy skills are well supported throughout the setting. Children listen intently as staff read traditional stories, such as 'Jack and the Beanstalk'. In addition, children plant seeds in pots. This supports the current seasonal planning of growth.
- Children have good exposure to language. Staff create lots of opportunities to teach children new words during different topics that they cover in activities and singing. Younger children learn different colours, such as staff discuss colours during an activity with building blocks. They ask children lots of questions during activities. However, staff do not always use skilful questioning techniques to encourage children to express themselves and develop their own ideas.
- Parents state that they feel that their children enjoy their time at the setting. They say that their children have good relationships with staff and that their confidence has grown since attending the setting. Staff share information on the new electronic app with parents regarding the activities which children take part in and care routines. However, staff do not ensure that some parents know what their children's next steps in learning are or how they can continue this learning at home.
- The management team gathers parents' views through daily conversations and questionnaires. This helps to highlight areas to develop and improve. Self-evaluation and action plans are used well. The team now has a clear understanding and accurate evaluation of the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that might suggest a child is at risk of harm. They know the procedures to follow and the people to inform if they have concerns about a child's safety or welfare. All staff have completed appropriate training. The deployment of staff is well organised to ensure that children remain safe. Staff keep accident records, and these are correctly recorded and reported upon. They know what to do if they are concerned about other staff's practice and how to follow the whistle-blowing policy.

What does the setting need to do to improve?

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

- embed existing performance management procedures to identify and address any areas of development in practice
- support staff to develop skilful questioning techniques to encourage children to express their own ideas and support their language development
- enhance partnership working with parents, particularly in relation to sharing information about children's learning and development, to help parents to continue their children's learning at home.

Setting details

Unique reference number	2633022
Local authority	Calderdale
Inspection number	10285884
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	34
Number of children on roll	45
Name of registered person	Forfar Halifax Ltd
Registered person unique reference number	2633021
Telephone number	01422 354605
Date of previous inspection	Not applicable

Information about this early years setting

Little Gleddings Nursery registered in 2021 and is located in Halifax. The nursery employs 10 members of staff. Of these, seven staff hold early years qualifications at level 3 or above, including two members of staff who hold qualifications at level 6. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It provides funded early education for three-year-old children.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the nursery.
- The manager took the inspector on a learning walk around the setting to share what the staff provide and how this assists children in their learning and development.
- The quality of education during activities, indoors and outdoors, was observed and the inspector assessed the impact on children's learning.
- The inspector spoke with management, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff.

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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