

Eversleigh Day Nursery

Eversleigh Day Nursery, Park Road, Earlsheaton, DEWSBURY, West Yorkshire, WF12 8BE



Inspection date	14 December 2016
Previous inspection date	9 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The leadership team has high expectations and sets a clear direction for the nursery's future development. They are ambitious for all children to learn in a stimulating environment and achieve well. They are strongly supported by well qualified and enthusiastic staff.
- Staff help children to develop positive attitudes and good personal learning skills. Children learn to be tolerant and patient. They play together well. They are well behaved and follow instructions. Children enjoy their time at the nursery.
- Children of all abilities achieve well and make good progress from their individual starting points. Staff help children make a good start to their learning and prepare them well for their future education in school.
- Staff plan exciting and imaginative activities to engage and motivate all children. They accurately assess children's achievements and use this information to develop their interests and enthusiasm.
- Relationships with parents are good. Staff keep them well informed about their children's progress. Parents appreciate the warm and welcoming environment that staff provide.

It is not yet outstanding because:

- Staff's professional development is not yet fully focused on raising the quality of practice to an outstanding level.
- Staff do not consistently help children to think for themselves and fully express their knowledge and understanding.

What the setting needs to do to improve further

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

- strengthen procedures for staff's professional development to focus more sharply on raising the overall quality of the provision to outstanding
- develop further the strategies to help children to think deeply and express their knowledge and understanding.

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 completed joint observations with the nursery manager.
- The inspector held discussions with the provider and the manager. He looked at relevant documentation, such as children's records and evidence of the suitability of staff.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

The leadership team provides strong and purposeful guidance to staff. There are effective procedures for delegating responsibility and supporting staff in their management roles. For example, room leaders make good use of specific training for the age group they manage to improve the quality of provision. Staff, parents and children contribute to robust procedures for evaluating the effectiveness of the nursery and planning for further development. Arrangements for safeguarding are effective. Staff are vigilant and well deployed to supervise children. The nursery makes good use of modern technology to help keep children safe. All staff are well trained in child protection procedures and their knowledge and understanding is up to date. Staff have a good knowledge of first aid.

Quality of teaching, learning and assessment is good

Staff help children to make a secure start to their learning. They carefully gather the views of parents, including occasionally visiting children in their own home, when children first join the nursery. Staff plan activities well to help children make good progress towards the next steps in their learning. Resources are well planned and imaginative. For example, children are eagerly engaged in closely following traditional tales while they sit in their pretend gingerbread house and act out the story with finger puppets. Staff help children and babies develop their curiosity and understanding of the world around them. For example, children develop their appreciation of different sensory experiences in making, colouring and modelling with dough or sifting sand and muddy substances.

Personal development, behaviour and welfare are good

Children learn and develop in a calm, warm and welcoming environment. Children and their parents get to know their key person well. Children are polite and friendly and staff set a good example to children. For example, children give each other a friendly greeting during the engaging registration session. Children learn to take their turn and cooperate with each other. For example, they help to prepare imaginary drinks and snacks for each other during their outdoor picnic time. Staff help children to recognise the needs of others and take care of them. For example, children take Jeffrey, a baby doll, home and feed and look after him through the week. Parents often record a detailed diary of Jeffrey's adventures. Staff help children to make healthy choices, try new food and be physically active.

Outcomes for children are good

Children effectively develop the skills they need for their future learning. Babies gain confidence in their surroundings and build strong relationships with staff who care for them. They learn to interact well with each other. Children of all ages make good progress in their communication skills. They develop a good knowledge of popular stories and nursery rhymes, for example. They like to choose a favourite book and 'read' it to their friends by using the pictures to develop the story. Older children make good progress in their knowledge of letters and the sounds they make. Children develop their mathematical knowledge well and have a good understanding of how to solve puzzles and problems. For example, they arrange objects by colour and shape.

Setting details

Unique reference number	EY386813
Local authority	Kirklees
Inspection number	1065315
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	32
Number of children on roll	57
Name of registered person	Eversleigh Day Nurseries Ltd
Registered person unique reference number	RP909905
Date of previous inspection	9 September 2013
Telephone number	01924457177

Eversleigh Day Nursery was registered in 2008. The nursery employs nine childcare practitioners. Of these, eight hold appropriate early years qualifications at level 3 or above, including one at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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