

Inspection of Storth House

156 Cowlersley Lane, Huddersfield, Yorkshire HD4 5UX

Inspection date: 27 May 2022

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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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are excited as they enter the nursery. They are eager to show staff what they have brought for their jubilee tea party. Staff engage the children from first entering the nursery. This helps children to separate easily from parents and carers. Children demonstrate wonderful manners as they share and take turns in their play. They happily cheer and encourage their friends as they come down the slide. This helps children to feel safe.

Children enthusiastically join in with the wide range of activities on offer. For example, when children want to make snails, staff provide an activity to make pizza whirls. Children take turns to weigh and measure the dough ingredients. They mix, knead and roll out their pizza dough. Children ask what the purée is made from and the best place to eat pizza. A child says, 'On holiday'. Children are making good progress in their learning and development, including those with special educational needs and/or disabilities (SEND).

Children develop their physical skills well in preparation for writing. For example, children use tweezers to develop their pincer grip. They carefully navigate the spider web to collect the minibeasts from the tray. They match the bugs to the bug hunt picture and talk about the minibeasts they collect. Children learn about the natural world while developing their writing skills.

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

- Since the setting's last inspection, many improvements have been made to their practice. They have implemented a curriculum that supports children's independence and willingness to keep trying. For example, children serve their own snacks and meals. They help each other as they put on their coats. Resources are easily accessible to children including babies and children with SEND. As a result, children are making good progress.
- Staff promote children's communication and language skills effectively. For example, children enjoy reading books. They happily point out the characters and talk about what is going to happen. Staff repeat words and check that children understand their meaning. However, staff do not always consider the effects that background noise and the volume of staff's voices have on children's listening and understanding of words.
- Staff incorporate mathematics into all activities to ensure children understand number, size and shapes. For example, children replicate numbers using dough, counting them out as they make them. Others count how many tyres they will need for their bus outside. Children use scales and jugs to measure ingredients. Children learn to understand mathematical language.
- The nursery's special educational needs coordinator is very knowledgeable about

the children who require additional support. She works closely with each child's key person, family and external agencies. This is to ensure they receive timely interventions and targeted support to meet their development needs. As a result, children with SEND are making good progress.

- Babies' interests are wonderfully supported in the baby room. They hold the dolls as they give them a bubble bath, then wrap them in towels to dry. Babies laugh and jump as they catch and pop the bubbles. They listen carefully as a staff member reads a favourite story. Babies make good progress in their learning and development.
- Managers have taken on board previous inspection comments and sought external assistance. They have worked together to improve the nursery and outcomes for children. For example, most staff have recently taken on the role of key person. This will enable staff to focus more on individual children and provide unique learning opportunities based on their needs and interests.
- Managers provide staff with regular opportunities to discuss safeguarding children, child development and any training requirements that they may have. For example, all staff have recently completed training on supporting children aged 0 to two years. This has had a positive impact on the provision for younger children.
- Partnership with parents is good. Parents are happy with the care the nursery provides and comment that the children are eager to attend. They are kept informed of their child's day and routine. Parents have been informed of the recent changes to their child's key person.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very good understanding of how to keep children safe. They have completed a vast amount of safeguarding training to enable them to identify the signs and symptoms that may indicate a child is at risk of harm. Staff know the procedures to follow and who to contact if they have a child protection concern regarding a child or adult. Managers challenge and check staff's safeguarding knowledge on a regular basis. The provider has a robust recruitment and induction process to ensure staff's current and ongoing suitability to work with children.

What does the setting need to do to improve?

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

- continue to embed the recent changes to the key-person system to ensure children form secure attachments to their key person
- consider the impact that background noise and staff voice levels have on the development of children's communication and language.

Setting details

Unique reference number	2568277
Local authority	Kirklees
Inspection number	10217853
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	77
Number of children on roll	148
Name of registered person	Storth House CIC
Registered person unique reference number	RP910225
Telephone number	01484 300070
Date of previous inspection	29 November 2021

Information about this early years setting

Cowlersley Community Out Of School Club is located in Huddersfield. They employ 26 members of staff. Of these, eight hold appropriate early years qualifications at level 3 and three are at level 2. The nursery opens Monday to Friday, from 7am to 6pm, all year round, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides an out-of-school club service which operates before school, after school and during school holidays.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager and the provider. This included a review of relevant documentation, including staff's suitability and training.

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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