

<b>Inspection date</b>	24 September 2018
Previous inspection date	8 February 2016

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

### The provision is outstanding

- Leaders have an in-depth understanding of the needs of children and families across the locality. They work highly successfully with schools and other professionals to make sure children are extremely well prepared for their future learning. Staff provide excellent support for children's emotional well-being during transitions within the nursery and the move to school.
- Leader's use their meticulous evaluation of staff's practice to precisely target professional development opportunities. A comprehensive programme of training helps all staff and students to raise their skills to the highest level. Parents, children and other professionals are fully involved in making positive changes to enhance children's future learning.
- Leaders engage parents exceptionally well in their children's learning at all levels. They attend play-and-stay sessions where staff give them superb ideas to support their children's learning. The nursery provides packs of ingredients that parents can use to bake, and make healthy soups at home with their children. Activity and story bags in different languages help parents who speak English as an additional language to continue learning at home.
- Staff's passion for teaching inspires and motivates children's play. They give them time to immerse themselves in activities that capture their curiosity. Toddlers delight in playing with mud and water. They show wonder at how water pours out of their jug, but sticky mud does not move even after lots of shaking and banging.

## What the setting needs to do to improve further

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

- provide an even wider range of opportunities to enhance children's use of their home languages during their play.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. 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 views submitted through written feedback.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Leaders have an excellent understanding of child protection and are highly vigilant. They implement high staff ratios and deploy staff exceptionally well. This ensures children are supervised and their needs met extremely well at all times. All staff have an in-depth knowledge of the signs and symptoms of abuse and procedures to report any concerns. Leaders conduct rigorous risk assessments to ensure the environment is safe for children. They implement highly effective coaching and mentoring. This ensures staff fully understand the responsibilities of their role and continually strengthen their skills and knowledge. Leaders fully exploit senior staff's strengths to provide children with exemplary care and learning. For example, staff use their training in forest schools exceptionally well to enhance outcomes for children significantly. They teach children about safety remarkably well, encouraging them to take managed risks and to identify hazards successfully in the nursery and during outings. The close monitoring of individuals and groups of children shows that they make rapid progress.

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

Staff are enthusiastic in their teaching and make learning lively and fun. They listen perceptively to children and encourage them to question, think critically, make links and recall learning. Children re-enact real life experiences and stories they have read, using a range of voices to portray characters. Children are keen to share ideas about where they might go in their sailing boat and what they might see when they get there. Staff effortlessly promote mathematics throughout play and daily routines. Children learn that print is all around them, including books and a range of texts. For example, they complete accident forms during imaginative play. Menus are displayed so children can read what is on offer for lunch. Babies are fascinated by the marks they make using paint and sand. Highly skilled staff provide children with excellent support to develop communication and language skills. They are exploring ways in which they can extend the opportunities for children to use home languages in their play.

### Personal development, behaviour and welfare are outstanding

Staff ensure the learning environment is exceptionally organised and highly welcoming. It captures children's natural inquisitiveness and inspires them to investigate. Children settle quickly and have superb relationships with adults and each other. Throughout children's play, staff teach them about democracy, respect for others and equality. Children learn robust hygiene routines and enjoy a vast range of healthy home-cooked food. Tired babies sleep in comfortable cots or outside nestled in cosy blankets.

### Outcomes for children are outstanding

All children, including those who have special educational needs and/or disabilities, and children who speak English as an additional language, make rapid progress from their starting points. They develop exceptionally positive behaviour and high levels of self-control. They are confident, self-assured and highly independent learners from a young age. Children enjoy a vast range of experiences that promote understanding of their community and the wider world. They are extremely well prepared for the move to

school.

## Setting details

<b>Unique reference number</b>	EY428565
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10078549
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	98
<b>Number of children on roll</b>	197
<b>Name of registered person</b>	Portland Nurseries Limited
<b>Registered person unique reference number</b>	RP903520
<b>Date of previous inspection</b>	8 February 2016
<b>Telephone number</b>	01484538880

Portland House is one of four nurseries owned by Portland Nurseries Ltd. It has been established since 1991 and re-registered in 2010. The nursery employs 33 members of childcare staff. Of these, 31 hold relevant qualifications, including two with a degree level qualification, one with qualified teacher status, the manager who holds early years professional status and two apprentices. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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