

# Inspection of Harlequin

Harlequin Nursery, Halifax Road, HUDDERSFIELD HD3 3AS

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Inspection date: 6 July 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children become confident learners at this nurturing and inspiring nursery. They make excellent progress as they explore and play in the safe and well-resourced environment.

Children choose to spend most of their time in the stimulating outdoor area. Staff plan exciting activities to extend children's learning and build on prior experiences. For example, children learn how to cooperate with others as they work together to make a large nest using sticks. They display high levels of interest as staff show them an empty eggshell that they found in the forest area. Children learn to be curious and inquisitive.

Babies feel safe and secure, as staff provide lots of cuddles and reassurance. Their individual needs are met, as staff ensure that they can rest and sleep whenever they need to. Babies enjoy looking at books. They learn to turn the pages and point to what they can see in the pictures. Babies' listening skills grow as they hear staff sing a range of songs and rhymes. They become familiar with these songs, and join in with the actions. Staff revisit books and songs with children, repeating words and phrases to them. As a result, children develop their vocabulary rapidly.

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

- Children learn about nature as they play. They care for plants as they water flowers and find out how to grow their own strawberries. Children develop their creative skills by using paint and soil to create pictures of sunflowers. They play imaginatively as they scoop mud into large pots to make 'porridge'. These experiences support children in developing their understanding of the world around them.
- Staff get to know children extremely well. They observe children's achievements and interests to produce a 'learning story'. This gives a clear overview of children's development. Staff use this information to plan for children's next steps in learning. They can quickly identify any additional support that children may need. This approach ensures that all children make the best possible progress.
- Children are well supported in developing their thinking skills. They observe and find out what will happen when they pour water down connecting bamboo pipes. As children try to join sections of train track into a loop, staff ask them to look carefully at the way the pieces are turned. They allow children time to explore their own ideas before offering to help. As a result, children learn to keep on trying.
- Children develop their independence skills across the nursery. For example, babies learn how to drink from an open-top cup. Toddlers learn to use cutlery to

feed themselves. Older children help to set the tables and serve their own food at mealtimes. This gives them a sense of responsibility. Children show enthusiasm towards trying new tastes and textures when they eat. As a result, they learn to enjoy a wide variety of healthy foods.

- Parents receive updates about their children's development through an online app. They are invited into the nursery to speak with staff in detail about their children's progress. This ensures that parents stay well informed, and can continue their child's learning at home.
- Staff have high ambitions for children with special educational needs and/or disabilities (SEND). They work in partnership with parents and outside agencies to support children in making good progress. The nursery uses funding to ensure that children receive individual support from staff. Leaders and managers aim to provide resources and experiences that will help all children to achieve and feel included.
- Leaders and managers continuously plan for improvement. For example, the nursery is planning the introduction of a community library box. Leaders and managers are passionate about the professional development of staff. They arrange targeted training opportunities to raise the skills and knowledge of staff, at all levels. This ensures that the provision and teaching are of the highest quality, improving outcomes for all children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a high priority at the nursery. Staff undertake safeguarding training during their induction. They receive regular updates and information from leaders and managers during staff meetings and training days. This ensures that staff recognise the signs and symptoms of abuse or neglect. They know to act quickly if they feel a child may be at risk of harm. Leaders carry out thorough risk assessments of the nursery. They review accidents that happen in the nursery, and take steps to prevent any further incidents. The nursery holds sessions to talk to parents about screen time and internet safety. This ensures that children are supported at home when accessing online devices.

## Setting details

<b>Unique reference number</b>	EY428575
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10131612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Portland Nurseries Limited
<b>Registered person unique reference number</b>	RP903520
<b>Telephone number</b>	01484519542
<b>Date of previous inspection</b>	5 April 2016

## Information about this early years setting

Harlequin registered in 2011 and employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, two have level 6 and one has level 2. The nursery opens Monday to Friday, all year round, except for a week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Samantha Lambert

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection, and took account of their views.
- The special educational needs coordinator spoke to the inspector about how the nursery supports children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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