

# Inspection of Portland House

Portland House, 55 New Hey Road, HUDDERSFIELD HD3 4AL

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Inspection date: 12 July 2023

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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 look forward to attending this stimulating, exciting and safe nursery. They receive a broad range of carefully planned experiences that consistently build on what they already know and can do. As a result, children become deeply absorbed in their play and they behave extremely well. This helps them to become motivated and develop very positive attitudes to learning. Consequently, children make excellent progress.

Children learn how to explore and solve problems in the well-resourced outdoor area. For example, children find out how to use a water pump. They learn that water can be recycled, and they reuse water to refill the pump so that it is ready to play with again. Staff talk to children about other things that can be recycled, such as rubbish and food waste. This supports children to make links to what they already know. Children hold detailed and engaging conversations with staff, which strengthens their understanding of new ideas and concepts.

The ways in which children develop their independence skills are well thought out. For example, babies learn to use cutlery and feed themselves at mealtimes. Toddlers progress to pouring their own drinks. Pre-school children serve themselves and help to clear away the tables when they have finished their meals. Children learn how to dress and undress themselves when they change into waterproof clothing to play outdoors. This supports children to be assured in their own abilities and to take responsibility for their own care needs.

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

- Staff are highly skilled in the ways in which they support children's communication skills. For example, babies learn to use simple sign language alongside spoken words. This helps them to be able to communicate their wants and needs as they learn to speak. Staff talk to children using simple sentences. They repeat key words to children to support their understanding. Children receive many opportunities to hear books and stories. This further widens their knowledge of new words. As a result, children become confident and capable speakers.
- Children play extremely well together. For example, they work as a team to fill containers in the mud kitchen. They thoroughly enjoy playing imaginary games together. Staff support children to know what is happening next. This prepares children for times of change and helps them to make the right choices in their behaviour. During the rare times that children need help to manage their feelings, staff use their knowledge of the individual child to take the right actions to support them. Consequently, children's behaviour is exemplary.
- Children take part in a range of enriching experiences. For example, they benefit

from regular visits to the 'science kitchen', where they learn to bake and cook. Children learn how to prepare food and stay safe when using the oven. They learn how to speak French with a specialist language teacher. Children find out about how to grow fruits and vegetables in the garden, which are then used to make snacks and meals to eat in the nursery. These varied and interesting experiences support children to learn more about the world in which they live.

- Children with special educational needs and/or disabilities (SEND) receive high levels of support. Leaders use additional funding to provide children with access to special resources or dedicated one-to-one time with adults. This ensures that children meet the 'ambitions for learning' set by staff. Consequently, children with SEND make outstanding progress.
- Parents and carers praise the dedicated and caring nursery staff. They describe how staff have helped their children to flourish and make the best possible progress. Parents are highly confident in leaders' abilities to make sure that the individual needs of their children are met. The nursery uses an online app to share detailed information with parents about their children's development. This supports parents to continue their children's learning at home.
- Leaders are highly committed to working closely with staff. They seek staff's views on their interests and personal development needs. This supports leaders to provide a carefully considered training programme that is tailored to meet the needs of children and staff. This, in turn, ensures that staff's skills and knowledge continue to improve to higher levels.
- Leaders continually review the nursery's ambitious curriculum, and they have plans to enhance and improve it further. This helps to ensure that all children continue to make exceptional progress.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training as soon as they start working at the nursery. They take part in refresher training each year to keep their safeguarding knowledge up to date. Consequently, staff have good knowledge of the signs and symptoms of abuse and neglect. They know the steps to take if they are concerned about a child's welfare. Leaders are clear about the processes that they must follow in the event of a safeguarding concern. Parents praise the nursery's safeguarding procedures. For example, there is a strict policy against the use of mobile phones in the nursery. There are systems to ensure the safe collection of children at home time. This helps to keep children safe in the nursery.

## Setting details

<b>Unique reference number</b>	EY428565
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10290413
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	98
<b>Number of children on roll</b>	166
<b>Name of registered person</b>	Portland Nurseries Limited
<b>Registered person unique reference number</b>	RP903520
<b>Telephone number</b>	01484538880
<b>Date of previous inspection</b>	24 September 2018

## Information about this early years setting

Portland House is one of six nurseries owned by Portland Nurseries Limited. It has been established since 1991 and re-registered in 2011. The nursery employs 24 members of childcare staff. Of these, 13 hold a relevant qualification at level 3, three hold a qualification at level 4, and three hold a qualification at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and 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. It also provides after-school and holiday care for school-age children.

## Information about this inspection

### Inspector

Samantha Lambert

## 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 the nursery leaders and has taken that into account in their evaluation of the nursery.
- The nursery leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- 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 they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- Leaders showed the inspector documentation to demonstrate 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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