

Inspection of Hickory House

118 Skipton Road, Ilkley, Yorkshire LS29 9HE

Inspection date: 27 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff provide a purposeful curriculum that challenges children and is flexible to incorporate their interests. Children's suggestions are taken on board and planned for. After reading a book about a café, children wanted to learn more about cafes. Staff arranged for them to visit one locally, where they learned more about what was involved in serving tables. The children then used this knowledge to run their own café for their parents at the setting. They took each order and charged for the items, recalling their recent experience.

Children are busy, active learners and enjoy exploring the accessible learning environment. The environment encourages them to explore and be curious, and promotes their independence. Children are highly motivated and enjoy their time at the setting. Behaviour is exemplary. Children are able to resolve their own disputes and come up with solutions to share resources, take turns and work together.

The key-person system and effective settling-in arrangements for new starters help children to form strong bonds. This helps children to settle and feel safe and secure. During the COVID-19 pandemic, and for a short time when children were not in attendance, the provider kept in touch with families. Children's key persons sent home useful information with links to helpful websites and made suggestions of activities that would help build on children's existing skills and knowledge.

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

- Leaders have worked hard to put changes in place, which has led to improved outcomes for children. There is clear leadership in each of the rooms and the team works well together, reflecting on practice and evaluating the children's experiences.
- The curriculum is sequenced to build on what children know and can do. Leaders have clear oversight of the curriculum and staff talk confidently about their key children and the skills they are focusing on and why.
- Children are eager to learn new things and older children continuously ask questions about how things work and why. They relish a challenge and involve themselves in new experiences. Children persevere well on tasks and have a will to succeed. Staff help to instil this confidence and provide them with support and encouragement.
- Babies have secure attachments with their key person. Staff respond well to children's communication, including their non-verbal cues. Staff encourage children to be physically active and the environment is carefully considered. Equipment is positioned at different heights to encourage children to move in different ways.
- When babies make the transition to the toddler room, most staff are skilled at

supporting children to become increasingly independent. However, at mealtimes, some staff complete tasks for the children without first modelling the action and then letting them have a go themselves.

- Children have a good vocabulary as staff introduce them to new words and their meaning. They speak with confidence in groups and listen well to others, taking turns to speak. Older children learn about sounds and letters, although staff are not always consistent in following agreed teaching approaches during phonics sessions.
- From an early age, children are encouraged to develop a love of books. Children learn about what illustrators and authors do and what the 'blurb' at the back of a book tells them.
- Any gaps in learning are quickly identified and addressed with targeted support to help narrow any gaps. Staff engage well with other professionals and local schools to prepare children with key skills for transitions to school.
- Children have a good awareness of others' feelings as well as their own and recognise how their behaviour may impact on others. From a young age, they show care and consideration for others and good levels of self-control.
- Leaders have a clear vision of what they want to do next and how this will benefit the children and continually motivate them to learn. They undertake regular observations of staff and identify any training needs to further improve the quality of teaching. Staff also have opportunities to observe, feed back and reflect on one another's practice.
- Parents report how well their children are supported and say that they can clearly see the good progress they are making. They feel that their feedback and contributions are valued and acted upon.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended recent safeguarding training. The provider has put systems in place to make sure that staff understand the safeguarding policy and local procedures for reporting any concerns. Designated safeguarding leads have a clear understanding of their roles and responsibilities and of the need for timely reporting of any concerns, to safeguard children. The provider completes safeguarding quizzes with staff and discusses different scenarios to test out their knowledge. Children enjoy taking on physical challenges but understand the need to be safety aware. They learn about risk by being involved in risk assessments with staff and through gentle reminders. For example, staff remind children to hold knives downwards when taking cutlery from the table to the washing up bowl.

What does the setting need to do to improve?

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

- support all staff to follow agreed approaches so practice is consistent when helping children to learn about letters and sounds
- build on the existing systems in place to coach and support staff, to continually improve practice across the setting.

Setting details

Unique reference number	2499305
Local authority	Bradford
Inspection number	10216669
Type of provision	Childcare on 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 6
Total number of places	33
Number of children on roll	59
Name of registered person	Hickory House Childcare Limited
Registered person unique reference number	2499304
Telephone number	01943 609199
Date of previous inspection	27 October 2021

Information about this early years setting

Hickory House registered in 2018. The setting is based in Ilkley, Bradford. It is open Monday to Friday, all year round, excluding bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6.30pm. The setting employs 16 members of staff, 11 of whom hold appropriate early years qualifications; three at level 2, six at level 3, and two at level 6. The manager holds qualified teacher status and the provider holds early years professional status. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The inspector discussed any continued 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 the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 setting.

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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