

Inspection of Harley Street Nursery

9 Harley Street, Todmorden OL14 5JE

Inspection date: 11 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children in this nursery are confident, independent and enjoy their time here. Leaders are dedicated to ensuring the nursery is inclusive and celebratory of all children's unique needs and abilities. The support in place for children with special educational needs and/or disabilities (SEND) is excellent. Robust links are in place with external professionals. Gaps in learning quickly close, and staff are dedicated to ensuring all children make intended progress. Parents comment that staff go 'above and beyond' to support every child and their family.

Children learn how to take turns and develop social skills. Staff are good role models. They gently support children to help others and to be kind and caring. Children know what is expected of them and behave well. Staff interactions with children are sensitive and kind. All children, including those who are less confident or quieter, are encouraged to join in and contribute to play. Children are showered with specific praise, which helps to raise their self-esteem and confidence.

Staff support children's emotional well-being well. Children have a strong sense of belonging. They recognise their emotions and are supported by attentive practitioners who step in to successfully support them in sharing resources. Clear routines promote children's emotional stability and security. Children's choices and opinions are highly valued, and they become confident, self-assured learners who are keen to tackle new challenges.

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

- Children make good progress with their communication and language skills. Staff speak clearly and use a wide range of words to build children's vocabulary. They foster a love of reading and books through group and one-to-one story time. Babies enjoy sensory books, which they excitedly bring to staff to read. Older children listen to exciting stories read by animated staff. They demonstrate the impact of the curriculum by offering alternative words to describe 'big', such as 'enormous' and 'gigantic'.
- Staff plan appropriate next steps, and children benefit from teaching that introduces them to new knowledge. For example, staff model how to use child-safe knives correctly, and children develop these skills in play and mealtime routines. They have opportunities to practise their listening and attention skills and follow instructions in small-group activities.
- Babies build their core strength, stability and balance as they reach up for spinning toys stuck at height and cruise around furniture. They practise rolling, throwing and catching sensory balls. Planned activities, such as 'dough disco', develop children's small-muscle skills. Outdoors, children are physically active while playing group games. This helps all children to make good progress in

their physical development.

- Overall, children benefit from a broad and well-planned curriculum. However, staff do not consistently extend children's learning and use their knowledge of what children need to learn next. For example, during some interactions, they ask closed questions that only require one-word responses or do not give children sufficient time to respond before asking another question.
- Parents feel very well supported, and staff build strong relationships with them. They appreciate how staff provide support for the whole family, not just the child. Parents receive detailed information about children's progress and strategies to support children at home, such as creative ways to extend children's early writing skills. They attend workshops, baking sessions and pizza parties and benefit from free courses such as first-aid and safety training.
- Leaders are dedicated and passionate about the nursery. Staff morale is high. They report that working in the nursery feels like being part of one big family. Leaders consider staff feedback and act on this in a timely manner. Staff are highly encouraged to progress and enhance their knowledge. Training is sharply focused to positively impact on outcomes for children. Staff complete training to support children's literacy skills, share story sacks and plan trips to the library.
- Children benefit from an array of experiences that they may not have had before. Police officers and health professionals visit the nursery, and children learn about those people who help us. Children visit parks, woodlands and the supermarket and take trips on trains. They care for 'Alan', the tortoise, and the nursery hamster. This exposes them to new situations and gives them the knowledge and skills in life they need to succeed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff interactions to support and encourage children to extend their learning and thinking skills even further.

Setting details

Unique reference number	2807195
Local authority	Calderdale
Inspection number	10365218
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	44
Name of registered person	Harley Street Nursery Limited
Registered person unique reference number	2807194
Telephone number	01706819460
Date of previous inspection	Not applicable

Information about this early years setting

Harley Street Nursery was registered in September 2024. It is located in Todmorden, West Yorkshire. The nursery provides funded early education for eligible children. Opening times are 7.30am to 6pm, Monday to Friday, for 51 weeks per year. Harley Street Nursery employs 10 members of childcare staff. Of these, nine hold early years qualifications ranging from levels 3 to 5, and one holds qualified teacher status.

Information about this inspection

Inspector

Jessica Copland

Inspection activities

- The manager, nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- Staff 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 that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a planned activity with pre-school children.
- Parents and carers shared their views of the setting with the inspector.
- 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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