

Inspection of HMP New Hall Mother & Baby Unit

H M Prison & Young Offenders Institute, New Hall, New Hall Way, Flockton,
Wakefield WF4 4XX

Inspection date: 28 May 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

Babies quickly transition into this warm, caring and nurturing setting. Young babies demonstrate their strong relationship with staff as they affectionately respond to familiar adults. They gurgle happily and squeal loudly to communicate. Staff respond with laughter and delight as babies communicate their joy and contentedness. It is clear that babies feel emotionally secure. Leaders have implemented a robust key-person system that provides individual, tailored support. Staff quickly respond to babies' needs. They know the best methods to use to help them settle. The impact of this is that babies rarely get upset or anxious. This state of emotional well-being and involvement enables babies to learn rapidly.

Staff frequently provide babies with positive feedback about their work, praising them for their efforts. Babies respond with loud exclamations. They persevere for long periods of time. For example, they lie on their tummy and repeatedly attempt to grasp objects in front of them. Staff model how to use equipment and this helps babies to learn how to play and explore. Babies concentrate; repeating actions as they try to copy a movement. They fling out their legs and wriggle their body with excitement as they succeed. The learning environment is peaceful and purposeful. Babies are gaining the skills they need to be successful in the future.

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

- Babies quickly become good communicators. They seek eye contact with adults and closely observe facial expressions. Babies respond immediately to familiar songs and begin to follow the actions. Staff promote conversational skills as they continually talk to babies. However, they do not consistently place a sharp focus on introducing vocabulary or repeating words frequently. This means babies' vocabulary acquisition is not maximised.
- Staff promote a love of books from the very start of a baby's education. They read stories to babies with enthusiasm and expression. Babies listen very well and attempt to turn the pages in books. Staff place books at low levels so that babies can make their own choices. Babies visit libraries and engage in events, such as world book day. All of these elements support babies to develop an interest in books.
- Leaders have planned a progressive curriculum that follows babies' interests. Staff use assessment well to plan for next steps and involve parents with regular reviews on progress. The area of the curriculum linked to risk and challenge and gross motor skills does not always stretch and advance babies' skills as well as it could. For example, when babies show a determination to stand and use their leg muscles, staff do not quickly adapt planned activities to build on this skill.
- Staff take time to strengthen attachments during every moment that personal care tasks take place. They show the utmost respect for babies. For example,

they request permission before changing their nappy or putting a bib on. Staff support babies to establish healthy routines, such as good sleeping patterns. These respectful relationships ensure babies thrive.

- Staff plan activities to promote tolerance and understanding in meaningful ways. For example, they celebrate festivals that link to the cultural heritage of the diverse group of babies that attend. Parents are encouraged to take part. This helps babies to learn from a young age that they are part of a wider world.
- Partnership working with parents and other agencies is a real strength of the setting that enables babies to flourish from birth. Parents are supported to promote their babies' well-being and good health. They have many opportunities to learn about child development, weaning and feeding and important safety factors, such as sun safety. This supports babies' long-term positive outcomes. Parents speak highly about the setting and they are delighted with the progress their children make.
- Leaders are passionate. They constantly pursue the very best outcomes for children and their families. They have implemented a strong culture of staff development and training. The team say they feel very secure because leaders ensure a respectful working environment. The professionalism and dedication of staff is palpable.

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:

- strengthen staff questioning skills to consistently place a sharp focus on the acquisition of vocabulary
- review the curriculum for physical development and consider how the indoor and outdoor environments can support and challenge the development of babies' gross motor movements.

Setting details

Unique reference number	2732574
Local authority	Wakefield
Inspection number	10392748
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 0
Total number of places	10
Number of children on roll	2
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01924803455
Date of previous inspection	Not applicable

Information about this early years setting

HMP New Hall Mother and Baby Unit registered in 2023 and is located in Flockton in Wakefield. The unit employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three staff hold a level 3 qualification. The setting opens from Monday to Friday, all year round, from 8am to 4pm.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The manager, deputy manager and inspector held a meeting. They discussed the wide ranging safety measures in place to keep babies safe.
- The inspector spoke to parents during the inspection, taking into account their views.
- The inspector had a tour of the premises. The inspector viewed the inside and outside space used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on babies' learning. The deputy manager and inspector jointly evaluated an activity that babies completed and discussed how babies' learning during the activity could be developed further.
- Babies engaged with the inspector and communicated through babbles and playful gestures. The inspector took account of their interactions and demeanour.
- The inspector reviewed the safeguarding policies and procedures of the setting and the actions staff take if they are worried about a baby.

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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