



Hawthorn Day Nursery

Inspection report for early years provision

Unique Reference Number	EY316467
Inspection date	27 March 2006
Inspector	Janet Skippins

Setting Address	57a Station Road, Skelmanthorpe, Huddersfield, West Yorkshire, HD8 9AU
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Registered person	Hawthorn Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hawthorn's Private Day Nursery opened in 2005. The nursery operates in a detached property in Skelmanthorpe, Huddersfield. It is privately owned and managed. A maximum of 52 children may attend the nursery at any one time. The nursery is open from 07.00 until 18.00 all year round.

There are currently 15 children aged from birth to under 5 years old on-roll. Of these, 2 children receive funding for nursery education.

The nursery employs 8 staff. All the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because the nursery has good procedures in place and there is a high

awareness of cleanliness within the work place. For example, outdoor shoes are not worn in

the baby rooms and there are effective sickness policies and procedures in place to help

stop the spread of infection between children. Children learn about the importance of good personal hygiene through consistent daily routines. For example, they eagerly clean their teeth after eating. There is a key-worker system in place which works very well, for example, babies benefit from their key-worker being responsible for their personal hygiene by changing their nappies.

Children are well nourished and thrive because they are provided with a varied and highly

nutritious diet which includes fresh fruit, vegetables, pasta, chicken, fish and meat.

They are able to have regular drinks of water throughout the day. Staff work in partnership with parents to ensure that children's health and dietary needs are met.

Children develop their physical skills well as they take part in activities outside in the two outdoor play areas, one grassed and one with a soft safety surface. They participate

eagerly in well planned group activities, such as throwing and catching balls with members

of staff. They learn to balance and climb using large equipment and negotiate wheeled toys

around. They also enjoy regular music and movement sessions indoors. Young babies have

access to the soft-surfaced outdoor area with where they develop their walking skills.

Inside, the spacious environment is set up with soft play resources to encourage them to

develop their curiosity and explore their surroundings. They rest and sleep in accordance

with their own needs. A flexible routine is in place for older children, allowing them to be able to choose when to relax and rest in a quiet area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is fitted with high quality fire detection and control equipment which is checked regularly and any faults are logged and given attention. Children have a good

understanding of fire safety through regularly practising and discussing fire drills. They

also enjoyed the visit from the fire officers when they were able to explore the fire

engine. Risk of accidental injury to children is minimised because the nursery has good policies

and procedures, including very thorough risk assessments, in place. Children learn about

road safety when they go on regular walks. They go out in small groups so that staff can

supervise them closely and good safety precautions are taken, such as use of wrist straps.

Children use high quality equipment that is purchased from reputable sources. There are

very clear systems in place which show that this is checked regularly for safety and

cleanliness. Toys and equipment can be safely and easily accessed as they are set up in an

organised manner at child-height. Children are encouraged to tidy up after themselves and

not leave toys on the floor where they may trip on them.

Children are well protected because staff are trained in First Aid and they have a very good understanding of child protection procedures, giving high priority to children's welfare. Management has a clear understanding of vetting procedures and employ

staff who

have relevant experience, knowledge and skills in caring for children.

Helping children achieve well and enjoy what they do

The provision is good.

Babies receive cuddles and are confident with their carers. They begin to play happily together with adults. They acquire new skills and knowledge through self-selecting activities and singing familiar nursery rhymes. Staff encourage them to use their senses

as they introduce them to many tactile experiences, such as playing with shredded paper,

sand and paint. Two-year-old children enjoy activities that are relevant to their age and stage and

development of their learning. For example, they practise reading skills when identifying

their names at their own pace, with support from carers if needed. They receive positive

praise and encouragement, making them feel proud of their achievements and fostering

their self-esteem.

Nursery Education.

The quality of teaching and learning is good. Older children make generally good progress

because staff have knowledge of the Curriculum Guidance for the Foundation Stage. Detailed

plans cover all areas of learning and good challenges are set for children. Observations

and assessments of the children's activity are recorded, though this is not always done in

a systematic manner. The next steps for children's learning are shown, but some of these

are general rather than specific.

Children communicate confidently. They particularly enjoy talking to each other and the

staff with ease; negotiating, and swapping stories and experiences. Some children can

recognise their first names and write the initial letter of their name correctly with well formed letters. They enjoy listening to stories and respond well to open ended questions

and requests to 'find' different objects in the pictures. Children have easy access to specific book areas and consequently have opportunities to look at books independently for

pleasure or reference.

Most children confidently count up to five and beyond independently. They use and develop

their knowledge and understanding of numbers, position, size and shape by participating in

well planned activities based around themes. For example, during the inspection they were

drawing triangle shapes to represent animal's ears and working out where they should

position these on the animals that they had drawn. Children's physical development is encouraged

through playing outdoors with a variety of appropriate equipment. They have plenty of

space to run about freely, climb, balance and negotiate wheeled toys. They have good

hand-eye coordination. This is demonstrated as they competently use glue spreaders,

pencils, brushes and scissors.

Children develop a very good awareness of time and place, and have a strong sense of

belonging. They are able to talk confidently about past and future events in their lives.

They gain a good level of knowledge of their own environment and the world around

them

through going on local walks and talking about the weather. They develop their knowledge

of the wider world through taking part in the topic-work. For example, they have looked at

Chinese New Year. Children's IT skills are developed well as they have free access to the

computer. They learn about the concepts of building and joining materials together as they

fit Lego bricks together, construct with wooden blocks and use staplers.

Children benefit from musical activities and respond enthusiastically to favourite songs

and music, often accompanying themselves with instruments. Children enjoy collage and

painting for specific topics and have continuous opportunities to explore and express

their own individuality in art and design. They enjoy role play activities in the home corner where they pretend to be nursery staff.

Helping children make a positive contribution

The provision is good.

Children are made to feel very welcome to the nursery where they are very happy and secure

and make a positive contribution. For example, they are proud of their work which is displayed to enhance the nursery environment. Children's individual needs are well met.

Their behaviour is very good and they respond well to positive praise and encouragement,

sharing and taking turns. They are aware of the boundaries set within the nursery, help to

tidy up and show concern for others. This positive approach fosters children's spiritual,

moral, social and cultural development.

The partnership with parents and carers is very good. Trusting relationships are

established between parents and carers ensuring that children are settled and make good

progress. Parents are welcomed at the nursery, a room is available for them where they can

help themselves to drinks; have confidential discussions with staff and look at documents,

such as policies, procedures and their child's observation and assessment records. Some

parents use the room to wait until they are assured that their child has settled well

before they leave the nursery premises. Parents receive a comprehensive information pack

when their child starts nursery followed by regular newsletters. However, they are not provided with written information suggesting activities that they can do with older children at home.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. Knowledgeable, well-qualified practitioners fully understand and follow the setting's mainly

comprehensive policies and procedures to protect children, promote their well-being and

support all children to develop their potential. However, though there is a statement of

the procedure to follow in the event of a parent failing to collect a child, this does not include what would happen if a child was lost. Also, though fire evacuations are practised

regularly they are not recorded in sufficient detail.

Staff constantly interact with children, giving effective support and encouragement which

helps children to feel secure and confident in the spacious well-organised environment. The

owners of the nursery provide good leadership and management. Good systems are

in place

to monitor the process of teaching and learning, ensuring that children reach the early

learning goals before leaving the nursery to move on to school.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- enhance the written procedure regarding uncollected children to include lost children
- include more detail on the fire evacuation records

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's assessment and observation records are systematic and show the next steps for children's learning specifically

- provide written suggestions for parents to support children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk