



Hanford Day Nursery

Inspection report for early years provision

Unique Reference Number EY317448
Inspection date 18 May 2006
Inspector Lesley Jane Bott

Setting Address Church Lane, Stoke-on-Trent, Staffordshire, ST4 4QD

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Registered person Day Nurseries Ltd

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?

Hanford Day Nursery first registered in 2005. It operates from three rooms within a renovated old school in Hanford. There is a secure enclosed outdoor area. The nursery is open each weekday from 07.30 to 17.30 for 51 weeks of the year. A maximum of 77 children may attend the nursery at any one time.

There are currently 44 children aged from four months to eight years on roll. Of these, three children receive funding for early education. Children come from the

local community and surrounding areas.

The nursery employs a total of 11 members of staff. Of these, six hold appropriate early years qualifications and two are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through staff following through good procedures to their policies. Children know that they need to wash their hands after going to the toilet and before eating any food, older children can access the sinks and soap themselves to develop their independence. Good procedures such as staff wearing protective clothing for nappy changing and for serving food sustain good levels of hygiene. This helps reduce the risk of cross contamination. Clear procedures for sick and infectious children help prevent the spread of infection and keeps children healthy.

Children benefit from a healthy and nutritional diet. Drinks of milk and water are offered regularly throughout the day. Children are given healthy choices for their snacks and bring in a piece of fruit each day to be shared at morning snack time. Importance is placed on ensuring meals are home cooked rather than providing processed food and encouragement from staff at meal times help children develop a positive attitude to healthy eating. Older children serve themselves at lunch time. Staff work in partnership with parents to meet children's dietary needs, offering alternatives if needed. They are attentive to the younger children's needs implementing their individual routines.

Children enjoy many opportunities for physical exercise. They join in well with action songs, for example, 'Wind the bobbin up' rolling their arms and singing. Children have lots of fun outside on the grass with the outdoor equipment and adult led activities. The well-planned activities help children to develop their physical skills and encourage a positive attitude towards a healthy lifestyle, planting seeds in the garden and nurturing these.

Staff use "Birth to three matters" guidance well to provide a good range of play experiences for babies and children to age three. All are able to rest and be active according to their needs. Children are comfortable and secure in the rest and sleep areas supported by staff who ensure their daily routines are followed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment where risks to children are limited through appropriate safety and security procedures. Staff monitor access to the setting at all times. Parents have access to the reception and knock on the door for entry into their child's room. The outdoor area is fully enclosed and secure.

Fire evacuation procedures are in place, however not all children who attend the nursery have practised the emergency escape and evacuation procedures. This means that some children do not understand how to keep themselves safe in an emergency. Policies and procedures are in place, although no consent is gained from parents of older children for the permission to take photographs. Consequently staff are aware of parents wishes on this matter.

Children use a varied range of safe resources which are accessible to them in both rooms. Staff explain safe practices to children such sitting properly on chairs and blowing their food so that they do not burn their mouth. This helps children learn to take responsibility for keeping themselves safe.

Staff have a good understanding of child protection issues and all staff have attended Level 1 training in child protection. Procedures for reporting concerns are fully understood by appropriate staff and the designated person has attended the level 1 and 2 training courses. This ensures that children are fully protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy the positive interaction they receive from the staff through cuddles and being held whilst feeding. They are very happy and settled in the warm and caring setting. They benefit from routines which are individual to their needs, and staff are attentive to maintain routines followed at home, for example recognising comforters as important. Younger children show interest as they explore the treasure basket and enjoy looking at their reflection in the mirror. Others benefit from activities such as finger painting and chalking on the black paper with lots of smiles and enjoyment shown.

Older children are developing confidence and have a positive relationship with staff and receive comfort and attention when they need support. Children enjoy the free play and can move around the room, accessing painting and sand and water play independently. Children's language and communication skills are promoted well through regular singing sessions and enjoying sociable meal times with the staff. Children able to talk about the cauliflower they were eating, where it came from and how it grows, while eating it. They have lots of fun singing 'twinkle, twinkle' with actions. Consequently, children are learning to develop their speech very well and are able to express their needs confidently. Resources throughout the nursery are organised effectively, with the areas of learning well defined in the pre-school room. There are good systems in place for recording children's progress.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and an understanding of how young children develop. However they do not record each child's starting point along the stepping stones to the early learning goals. This does not allow them to challenge and extend children's learning. Staff use appropriate methods to maintain children's interest, sitting with children, asking questions and extending their play during activities. Staff help raise children's

awareness of the community and the wider world well.

Children are enthusiastic in their approach to learning and they are curious to find out for themselves. For example they ask questions and chat about the activities on offer, talking about their house. Children show good concentration as they paint their houses, and join in singing and action songs. Their independence is developing very well with children serving their own food at lunch time, and helping prepare the fruit for morning snack. Most children behave well responding positively to the boundaries set. They know not to climb on the furniture or walk on the toys and children enjoy the praise they receive when they achieve this. Children's language skills are good. They speak clearly and confidently, singing individually within the group and join in with familiar songs well. Children access the book corner and enjoy listening to the story tapes through a telephone rather than earphones. They extend their learning through finding out how things work or can change, by looking at different types of houses around the world. Children are beginning to recognise their name and know what letter their name begins with through self-registration. They are developing early writing skills and show pleasing pencil control because they have daily access to a wide variety of resources at the mark making table.

Staff use the current topic on houses to reinforce shapes with the children. They talk about the square windows and rectangle door and the number of their own house. Children demonstrate they know and understand shape well. They use songs and rhymes to count. Children develop a link between home and nursery as they bring photos of their family and who lives in their houses into nursery. They enjoy building with construction sets and enjoy the Lego bricks making different shaped houses and have many opportunities to choose these activities in the child's choice time.

Good use of the indoor and the grassed secure outdoor area helps children to develop all of their physical skills. They use one-handed tools competently as they draw their pictures and are able to paint independently as painting is always accessible. Children are confident as they use the climbing equipment outside, climbing up and sliding on the slide and crawling through the tunnel. They are able to express themselves freely through painting. Children use their imagination well as they play in the home-corner, which is a DIY shop, selling items for their houses.

Helping children make a positive contribution

The provision is good.

Staff are positive in their approach to the children and in turn they enjoy positive relationships with the staff and with each other. Staff ensure all of the toys are equally available to boys and girls. Consequently, children are learning to avoid and oppose assumptions based on prejudice and stereotypes. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement during their play throughout the session. There is a satisfactory range of resources to promote positive images of different cultures, gender and disability. The setting's policies promote inclusion for all children and good support is provided for children with special needs. Children's individual needs are identified with parents before care is provided and procedures put in place.

Children behave well and respond positively to boundaries set by staff because they understand what is expected of them. They take turns and share, help each other to tidy away and are learning to use their manners. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents are provided with a comprehensive information pack which explains the whole aims of the nursery. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through discussion and written policies are shared with them. The complaints procedure is displayed in the nursery for parents to view and the system for recording complaints is satisfactory. Children's individual needs and routines are discussed and recorded on a daily basis with parents. This helps children to settle quickly and enables staff to fully meet the child's needs. Younger children have a daily diary with older children having a daily sheet which is used to keep parents informed of their child's well-being. The partnership with parents and carers of children who receive nursery education is good. Written information on the educational programme and topic letters are sent home informing parents of the topic for that term, and how they can help at home. This enables the parents to be involved with their own child's learning.

Organisation

The organisation is good.

Children's well-being is supported because the staff understand how young children develop and they are committed to ongoing training. For example, all staff have completed numerous short courses within the last year and some are working towards appropriate childcare qualification. As a result, children learn because the staff have up-to-date skills and knowledge which they practise in the setting. . Parents currently sign children in and out of the nursery, which could impact on staff not being fully aware of the correct number of children in the nursery at any one time.

The leadership and management is good. The setting is guided by clear aims and objectives that enable the staff to provide a stimulating learning environment as evidenced by the good progress that children are making. For example the recruitment procedures and ongoing appraisal system ensure the staff have a clear understanding of their roles and responsibilities. The procedures in place for staff induction ensure that new team members learn about the way the group operates.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- ensure that written consent is gained from parents for photographs and all children are involved in the emergency escape and evacuation practices
- ensure that staff record children's arrival and departure times on the register

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):

- improve recording of children's attainment on entry and use this to help move children on to the next stage in their 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