



## Hucknall Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	258596
<b>Inspection date</b>	24 January 2007
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Hucknall Day Nursery is privately owned. It opened in 1995 and operates from three rooms in a converted bungalow and a play barn in the grounds. It is situated in Hucknall in Nottinghamshire. A maximum of 57 children may attend the nursery at any one time. The nursery is open each weekday from 7.45 to 18.00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 46 children from four months to under eight years on roll. Of these, 16 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Hucknall. The nursery employs 10 staff. All of these hold appropriate early years qualifications and three are working towards a higher qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Good hygiene routines within the nursery ensure that children's good health is promoted and they are effectively protected from the risk of germs and infections. Children learn about healthy living and clearly understand how to promote their growth and development. This is evident as older children independently wash their hands throughout the day and can explain that soap helps to get their hands clean and stop germs getting into their tummy and making them ill. Visits by a local dentist helps children to learn how to care for their teeth. All children are actively encouraged to manage their personal hygiene and individual face cloths are provided at meal times for children to wash their face. Discussions with practitioners and records show that children receive good care following accidents. As a result the risk of further injury is minimised. Written consent to administer medication is sought from parents. When administered a clear record is kept and shared with the parents. Consequently, children's welfare is enhanced as the risk of over dose is diminished. Practitioners successfully implement clear procedures to contain illness and set clear guidelines about when children should return to the nursery following infections. This information is shared with parents and health information displayed within the nursery ensures that parents are clear about this. Younger children's emotional well-being is enhanced as practitioners work closely with parents to ensure that children's routines for sleep, nappy changes and feeding is maintained.

Children receive a good, wholesome diet which is freshly prepared and cooked, and contains all the essential food groups. Consequently, they develop a range of tastes and learn about healthy eating. This results in them making informed choices about what they eat, for example they choose to eat a yoghurt rather than chocolate pudding. Children develop independence as they serve themselves at meal and snack times. For example, they choose cereals, fruit or toast for breakfast and can independently access water throughout the day. Children excitedly explain that they enjoy fruit and it is good for them. Some children can explain which their favourite food is and that carrots are good for their eyes and make them see in the dark. Dietary information is recorded on children's records and menus are displayed for parents to see. Consequently, if children develop an allergy or dislike certain foods, this is quickly identified and parents are able to inform practitioners of this. All practitioners are vigilant in never leaving children unattended when they are eating. Babies are restrained in feeding chairs and younger children are encouraged to feed themselves ensuring they learn to manage finger food in a safe manner.

Children's physical development is good due to the opportunities they receive to participate in a wide range of exercise and activities. Children confidently use steps and slides on climbing equipment. They move around showing good coordination and balance when using wheeled toys and balancing equipment. They confidently move in a number of directions and the use of a parachute encourages them to work together and develop and awareness of others. Babies are actively encouraged to develop the skill to walk. Practitioners effectively support this as they inspire children to move towards them, giving them lots of praise and cuddles when they reach their goal. A wide range of activities mean that children's hand eye coordination is promoted from an early age. This begins as children learn to reach out for toys and to manipulate

toys to make them work. Older children are engaged in a variety of craft activities, for example icing cakes, painting, construction and wood work. As a result they are adept at handling tools to achieve this. They show this as they carefully hammer nails into wood without hurting themselves. Fill containers with rice and sand, and put on their coats.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The environment is warm, bright and stimulating for children. Displays include work by the children. As a result they can clearly explain these, for example they tell visitors about Jack and the beanstalk. Borders made by the practitioners are attached to the skirting board in the baby room. Consequently, children can easily see and feel these. Children have independent access to an extensive range of good quality resources which meet and promote their developmental stage and support their play. Practitioners are excellent in providing a range of natural materials and everyday equipment to enable children to explore the world around them and stimulate their imagination. For example, they provide a range of plastic bottle and materials for children to fill them before discussing with the children how to make shakers. Cones, shells and conkers are used to learn about weight and balance. Younger children have access to straw to make their farm yard more realistic and play with shaving foam to represent snow.

Children's safety is very effectively maintained due to practitioner's vigilant awareness of potential risks around the nursery. This is shown as they work closely with children who use hammers during wood work session, however, allowing them to independently develop the skill of using tools. Practitioners also ensure that a ramp to the outdoor play area is made safe and free from ice before allowing children to go outside. Consequently, children can explore the environment safely which encourages their confidence and independence. A clear policy ensures the premises and equipment are regularly cleaned and maintained and indeed old or damaged equipment is replaced to ensure that the children have access good quality resources. Visits to places of interest are arranged for the nursery parents and children to visit together. However the nursery do not take children on visits themselves. Good alternative activities are made available as the premises and grounds allow substantial room for visitors and events to take place. For example the fire, ambulance and library service visit with their vehicles. Consequently, children are learning about the services available in the local community within a safe environment.

The child protection policy clearly explains the internal procedures for the reporting of potential child abuse and neglect. However, the policy for parents is not updated in line with the latest regulations to reflect the Local Safeguarding Children Board. Practitioners have a clear understanding of the signs and symptoms of child abuse and neglect and are confident to record this information and to report this to the nursery management in line with the organisational procedures. However, not all staff are aware of their responsibility to report their concerns outside the organisation in line with the Local Safeguarding Children Board procedures. Consequently, children may not be fully protected in the absence of the management. All practitioners are qualified and Criminal Record Bureau cleared. Therefore, children are protected from adults who are unsuitable to care for them. Consequently, their well-being is maintained.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and happy within the nursery as they are greeted warmly by practitioners who show a genuine interest in and effectively interact with them. Consequently, children have good self-esteem and happily leave their parents. Children benefit as the practitioners have a very clear understanding of how to plan and implement 'Birth to three matters' effectively. They explain and evidence shows that their practice and observation of children are used very well to take full account of the individual children. For example, children develop the skill of using scissors by regular and focussed activities. Children engage in a good range of meaningful activities and experiences for sustained periods of time. Babies and toddlers learn to use the sense of touch when playing with shaving foam and as practitioners hold and blow feathers for them to observe and copy. Straw is brought into the farmyard role play to allow children to explore this. Older children learn about the how play dough and clay feel and what happens when water is added to the clay.

Practitioners are skilled and effectively support baby's early attempts at communication. For example, a baby new to the nursery cries. Practitioners cuddle her and try to distract her attention by encouraging her to play with a range of toys. When this does not calm the child sufficiently, practitioners move rooms to ensure the child is cared for and feels secure with a member of staff she knows. Consequently, her emotional development is enhanced. All children spend their time purposefully as they eagerly participate in a good range of stimulating planned activities and are confident to initiate their own play, independently accessing an appealing range of resources to effectively support this. Children's care needs are effectively met because practitioners know the children and maintain their individual routines well. Observations and discussions with children attending the out of school club show they have the opportunity to participate in a range of developmentally appropriate activities and receive effective interaction from practitioners who provide good care.

### **Nursery Education.**

Children's personal, social and emotional development is good and they are confident to make friends in the group. They sit quietly at circle and registration time and listen to their peers and the adults caring for them. Therefore, they take turns to talk and develop good conversational skills. Children independently maintain their personal needs. For example, they can put on their coats. Children show a positive attitude to learning and an interest in the activities provided for them. They are confident and interested in visitors to the nursery and readily engage visitors in discussions about what they are doing. Children can retell stories accurately and use books carefully. They can confidently identify the sounds of letters in their names and during role play. A child shows this as she uses pocket computer to identify letters and sounds on the key board. More able children can write their names and other simple words independently. Children can use language to organise their thoughts about what they are doing. They can explain that they are doing woodwork and magnets can pick up the nails.

Mathematical concepts are learned through a wide range of activities. As a result children can accurately identify, match and order numbers to 20. They learn about simple addition when building with bricks and subtraction during singing of number rhymes. However, there are

missed opportunities to fully develop and extend this during daily routines. Children have a clear understanding of size as they explain the giant is big and Jack is small on a display. During painting activities they understand that mixing two colours can make a different colour. A child states she is mixing red and blue to make purple. By using natural materials and scales children can accurately judge which items are heavy or light. Children have a significant range of opportunities to learn about the wider world in which they live as the nursery is proactive in celebrating a range of festivals and events throughout the year. Displays by children are meaningful and help them to understand some differences in society. For example they know that this is the year of the pig in the Chinese calendar. Children use computers, calculators and telephones to develop the skills required to use information technology. Children are very creative as practitioners provide a good range of resources for children to express this. They use play dough, clay, woodwork, natural materials and a range of drawing and painting tools to explore and develop their creations. Work with visiting artists allows children to take part and explore their creativity in new and unusual ways. Consequently, they enjoy this and eagerly participate.

The quality of teaching and learning is good. Practitioners are trained and skilled in planning and providing a broad and balanced Foundation Stage curriculum and interacting with children. Consequently, children are making good progress through the Foundation Stage and effectively supported to reach their full potential. Practitioners effective use of time, resources and a range of teaching methods ensure the different abilities of children are promoted. For example, they provide free and structured play, focussed activities and use everyday experiences to help children learn. Practitioners are skilled in seeing where children are playing and move around the room to support and extend this. For example, children play in the sand filling containers. Practitioners provide a range of small bags to encourage children to learn what happens as they fill a different medium. When icing cakes children are encouraged to write the initial of their name. Practitioners believe and are committed to helping children learn through exciting and stimulating play and ensure these engage children's interests. Consequently, children have time to consolidate their learning in different ways and are challenged to develop these further. An example of this is a child knocking nails into wood. He explains with pride that he has made a triangle shape with the nails. Children are assessed when they enter the Foundation Stage to determine their current stage of learning. Ongoing focussed observations by practitioners, discussions with parents and ideas about how to develop children's learning at home help to identify children's achievements and the next steps for learning. Consequently, all parties are kept well informed and parents become actively involved in their children's learning. Records show monitoring and assessment is robust and ensures that children's learning is progressed and the aims of the activities are met.

### **Helping children make a positive contribution**

The provision is good.

Children and families are warmly welcomed and respected in the nursery. Consequently, good account is taken of children's individual needs by sensitive practitioners who know the children well. Children can make informed choices about and take responsibility for their learning and play as practitioners organise the environment to enable them to independently access the activities provided. Children also have time to participate in a good range of adult-led activities.

As a result all children have equal opportunities to all activities and experiences. Children learn about the world in which they live through imaginative play, eating food from other cultures, fund raising and activities to celebrate festivals and events throughout the year. A good example of this is a child clearly informing the inspector that the writing on a display about Chinese New Year is different to her writing. Consequently, children are learning to respect those who are different to themselves. Although the nursery is not currently caring for children with special needs or disabilities. Records and discussions show that the nursery special needs coordinator has a very clear understanding of her responsibilities to ensure children are assessed and included in nursery life. As a result children's spiritual, moral, social and cultural development is fostered. The nursery rules are set in a positive way, for example we talk kindly to others. Consequently, children show very good behaviour due to the consistent positive behaviour management by practitioners who successfully implement the nursery behaviour management policy. Children are treated with kindness and respect. Therefore, they treat others in the same way. Children can share and take turns when playing games and using resources and equipment as this is encouraged and supported by practitioners from an early age. For example, they ask younger children to share and offer alternative toys to distract a child's attention. Consequently, children play harmoniously for sustained lengths of time and learn to understand the needs of others. Effective and calm developmentally appropriate behaviour management techniques are used to manage potentially unacceptable behaviour. As a result the children understand this is not acceptable and are willing to abide by the rules.

The partnership with parents and carers is good. Parents receive a very clear booklet at induction and notices, planning and letters keep them informed of ongoing changes and children's activities. Diaries for younger children ensure that parents have clear information about their children's routines and achievements. Daily informal discussions means parents of all children are made aware of the children's day. Good two-way communication ensures that all parties are fully informed of the children's current needs and these are effectively met. Planning for 'Birth to three matters' is displayed to ensure that parents of children in this age group can see how activities are used to help their children develop. Discussions with parents show they are happy with the care their children receive and the progress they are making both developmentally and in their learning. Parents receive good information about what their children learn during the Foundation Stage of learning. Practitioners successfully implement clear procedures to involve parents in their children's progress through the Foundation Stage. Information is collected from parents and records are shared and update as required. Effective organisation and parental access to their children's records means they are kept fully involved and informed of their child's achievements and next steps for learning. Parents are positively encouraged to comment on their child's development and learning at any time. Planning for the Foundation Stage is displayed and clearly explained in the parent's booklet. Consequently, they have the necessary information to help them understand what their children are learning. Practitioners effectively encourage parents to become fully involved in extending their children's learning at home. They offer a range of ideas and provide a range of simple activities, for example, making towers of bricks to learn about mathematical concepts. For more able children the use of a recognised reading scheme encourages children's to develop early reading skills. Consequently, children benefit as their learning is enhanced and they become confident readers.

## **Organisation**

The organisation is good.

Overall the provision meets the needs of the range of the children for whom it provides. Policies and procedures are implemented effectively to support the children's care, learning and play. Children's welfare is maintained as the management implements robust procedures for the recruitment and checking of new practitioners. As a result all possible checks are carried out and information is gathered about adults to ensure they are suitable to work with the children. A thorough induction for all new practitioners ensures they are armed with the information they need to fulfil their role. The required ratio of adults to care for the children is exceeded. As a result the children receive good care and opportunities for small group and individual attention. This means practitioners are effectively deployed and spend their time dedicated to effectively supporting the children through direct interaction. However they are skilled at allowing children time and resources to develop their own play and independence. Consequently, children are happy and secure in the nursery. Practitioners can clearly explain the benefits for the children of 'Birth to three matters' and successfully plan and implement this. As a result the outcomes for children are enhanced. The management show a clear commitment to encouraging practitioners to enhance their professional development. All practitioners hold appropriate early years qualifications and some are currently working towards higher qualification. In addition to this they receive training in a range of areas, for example first aid, 'Birth to three matters' and the Foundation Stage. Consequently, this benefits the children care and learning.

Leadership and management is good. The management are active role models and involved in the day to day care of the children. Consequently, this builds a dedicated team of skilled practitioners who show they have the well being of children at heart and provide an inclusive environment where every child matters. Effective planning and organisation of the Foundation Stage curriculum means that all children are making good progress towards the early learning goals. Practitioners are clear about the aims of the activities provided and ensure that these are adapted to meet the individual needs of the children who currently attend. The management have a clear commitment to continual improvement of the nursery. They have ensured that staff have received training and support to meet the recommendations from the last inspection and can identify where further improvement is required to benefit the children further. For example, having disposed of some unsafe or old outdoor play equipment, the management are currently giving priority to replacing this to ensure that children receive a variety of experiences and their development is enhanced. Documentation and records are detailed, organised and readily accessible to underpin the care and learning the children receive.

## **Improvements since the last inspection**

At the last inspection the registered person agreed to ensure staff are aware of the importance of good hygiene practices, ensure staff have an understanding of effective ways to manage children's behaviour. The registered person has taken the appropriate action to meet the recommendations. Therefore, hygiene procedures for both staff and children have improved and children understand why routine hand washing is necessary.



At the last nursery education inspection the registered person agreed to improve the planning for younger, less able children and the opportunities to freely choose activities. The registered person has taken the appropriate action to meet the recommendation. Therefore, all children receive an appropriate range of activities which meet their individual needs.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National standards. 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.

## **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 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):

- update the child protection policy in line with the latest regulations and ensure all staff have a clear understanding of the Local Safeguarding Children Board reporting procedures.

#### **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):

- use everyday activities to further develop children's understanding of addition and subtraction.

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