



## Huggies Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313554
<b>Inspection date</b>	12 September 2006
<b>Inspector</b>	Sarah Jane Rhodes
<b>Setting Address</b>	Old Hall Drive, Bradwell, Newcastle, Staffordshire, ST5 8RQ
<b>Telephone number</b>	01782 799 440
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<b>Registered person</b>	Huggies Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Huggies Nursery opened in 2005, changed to a limited company in 2006 and operates from eight rooms in a purpose built building in the grounds of Bradwell Hall Residential Nursing Home. It is situated in a residential area in Newcastle-Under-Lyme, Staffordshire. A maximum of 93 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks a year. All children share access to a secure enclosed outdoor play area.

There are currently 170 children from three months to 11 years on roll. Of these 13 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 23 childcare staff. All of the staff, including the manager hold appropriate early years qualifications. Thirteen staff, including the manager are working towards a further qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children learn the importance of good personal hygiene through very well-planned routines. They are able to use excellently designed hand washing and nappy changing facilities, which open off of each room and know that they need to wash their hands before eating their lunch to, 'get rid of the germs'. The 'Stop the rot' campaign is supported by the nursery, all children are encouraged to clean their teeth after lunch and information is given to parents on dental health. Good procedures, such as, staff and children wearing indoor shoes or slippers and protective clothing for staff serving food, sustain very high levels of hygiene. This helps reduce the risk of cross contamination. The sun care policy limits children's exposure to strong sunlight, especially during summer months. Children's medical needs both in an emergency and with regard to ongoing medication are met through the use of accident and medication procedures that are clear and understood by all the staff. Notably the nursery asks parents for side effects they should be aware of when giving medication. Clear procedures for sick and infectious children are rigorously enforced to help prevent the spread of infection and keeps children healthy. The nursery has a gold no smoking award, along with not allowing smoking anywhere in the building or nursery grounds, it also has a staff member trained to support staff or parents who wish to stop smoking, therefore enhancing the health of children's environments at home.

Children benefit from an impressively healthy and nutritious diet. They have easy access to drinks throughout the day ensuring they are not left thirsty. The nursery provides three varied meals a day, prepared on site by a committed, dedicated cook with lots of previous experience, who continues to update her knowledge through regular training. Healthy eating is a key issue for her, she understands the needs of small children ensuring everything is freshly produced and appetizing. Menus are displayed and all dietary requirements are discussed with parents. Staff sit with the children, ensuring meal times are social occasions. The careful, appealing presentation and appropriate encouragement from staff at meal times, along with food tasting activities, helps children develop a very positive attitude to healthy eating. Staff are extremely attentive to the babies needs, implementing their individual routines and encouraging weaning and self feeding.

Children enjoy superb opportunities for physical exercise both inside and outside on a daily basis. The outside play space has been well thought through. A rubberised soft surface ensures children can practice their balancing skills on low platforms in safety, as well as ride bikes and play with balls and hoops. A separate area has sturdy and inviting climbing equipment, slide and swings set over a barked surface. For younger children the nursery has a large number of double prams that they can be taken out for walks in. Inside they join in well with action songs. Children over two years old take part in weekly, 'stretch and grow' music and movement sessions with an outside instructor. Children develop their physical skills and have a positive attitude towards exercise and maintaining a healthy lifestyle.

All are able to rest and be active according to their needs. Children are comfortable and secure in the rest 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 welcoming, well-designed, child friendly environment, where all risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure the outdoor areas are safe and secure. Risk assessments are completed regularly, with daily check lists in all rooms.

Accidents are reviewed to identify any potential accident trends and measures put in place to minimise them. Emergency evacuation procedures are fully understood by staff and have been practised on numerous occasions since opening in 2005. This helps children remain safe, and allows all children to have a full understanding of how to keep themselves safe.

Children use an extensive range of safe, good quality, developmentally appropriate resources. These are well-presented by staff and children are able to choose from the inviting range stored at low level in all group rooms. Staff explain safe practices to children, such as, not running inside as they may fall and hurt themselves and not throwing sand. This helps children learn to take responsibility for keeping themselves and others safe.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow. Many staff have received training in child protection and all staff have had a full induction into the nursery's child protection procedures. This ensures staff fully understand their responsibilities in protecting children from harm.

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

The provision is good.

Children are confident in the setting's welcoming and caring environment. Staff make good use of the 'Birth to three matters' framework to guide their planning and recording of children's progress. Links between assessment and planning of activities are in place. However, it is not always clear how the next steps identified for the youngest children will be followed up. Babies receive lots of cuddles and enjoy the positive interaction they receive from staff. They benefit from high adult to child ratios, routines which are consistent with their experiences at home and staff that are very attentive to their needs. Toddlers have easy access to their special comforters which they keep in their own labelled drawers. The babies and toddlers move around the rooms with confidence and explore the stimulating and creative activities provided with interest. They develop early communication skills as they use the, 'song box' to select action songs and look at books with the staff.

Older children have very positive relationships with staff and receive comfort and attention when they need support. Children play happily together and with adults, using resources such as bikes, sand and dough, all suitable to their age and stage of development. Regular exploration with paint and gluing activities help children represent their feelings and ideas in a variety of ways. They show much interest as they create pictures from collage materials. Children's language

and communication skills are promoted well by staff through constant conversation and regular singing sessions. Consequently, children are learning to develop their speech and are able to express their needs confidently. There is a good range of resources throughout the nursery to promote imaginative play and children play together in small groups, for example, in the shop area. As a result children's social skills are developing well.

#### Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Planning is clear, detailed and links to the stepping stones. Activities are assessed and evaluated with a, 'what next', section. The evaluations are supported by photographs and provide a real picture of how the activity went and each child's involvement. Therefore they are a valuable resource for future planning and updating children's individual assessment records. Staff have a clear knowledge of individual children and the assessments are linked with planning. Extension and support needed for individual children is clear on the planning, so all staff have detailed guidance to ensure best use of the wide range of activities and experiences provided. Staff use good methods to maintain children's interest, sitting with children, asking questions, providing help and support. Staff help raise children's awareness of the community and the wider world through walks in the local area, visits to the residential home and experiments within the setting. Children are generally challenged well through good questioning by the staff during activities. However, when key staff are not present, cover staff do not sufficiently expand the use of story time, general conversation and questioning to extend children's learning in language and mathematics. Behaviour is well-managed and this results in a calm and caring environment for children. The room is well-organised and offers a stimulating environment with a good range of accessible resources to promote children's learning.

Children show a strong sense of belonging as they greet staff on arrival and hug staff when they are saying good-bye. Children are interested and eager to take part in activities. They show good concentration as they play, for example, with dough and sand. Children behave well, responding positively to the boundaries set. They are able to start to take care of themselves, being able to visit the toilet independently and pour their own drinks or butter their crackers. Children's language skills are good. They speak clearly and confidently, sharing their experiences in one to one conversations and listen and taking turns at circle time. Children show interest in books, enjoy sharing stories with staff. They understand that print carries a variety of meanings and begin to link sounds with letters. Writing skills are developing and children show good control and enthusiasm as they draw their pictures and attempt to write their name in the writing area.

Children understand and use numbers appropriately for their age. They count up to ten with help. They are able to match number to object as they count the baby animals in a sorting activity, counting on from a number when more animals are found. Some children use numbers spontaneously, for example, counting pieces of fruit when serving fruit at snack time. Children demonstrate that they understand shape well. Some can distinguish between hexagons and octagons, ovals and circles. Children develop a sense of time and place. They have many opportunities to explore the natural world through the use of windy day steamers and windmills, also walks to look at the changing environment during the seasons. They explore changes

through experiments within the setting, for example, cooking activities or ice melting. They have constant access to a range of information and communication technology, such as a computer and telephones.

Use of the indoor and outdoor areas help children to develop their physical skills. Use of the outdoor area is effectively planned, which means staff ensure that all children are obtaining maximum benefit from their time outside, with opportunities to develop a wide range of physical skills. Opportunities to develop climbing and balancing skills are good. Weekly, 'Stretch and grow' sessions, help children follow instructions and move in a coordinated way to music, as well as learning about how their body works. They use tools competently as they draw their pictures and use scissors with skill. Children ride sit on bikes confidently and throw and catch balls. They are able to express themselves freely through painting and enjoy exploring many different textures, such as, shaving foam and gloop. Children use their imagination well as they play in the sand and with dough. They have access to musical instruments and singing sessions to develop their understanding of rhythm and sounds.

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

The provision is good.

Children enjoy positive relationships with the staff and with each other. 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 on arrival and during their play throughout the session. Staff ensure that the resources positively represent the children who attend, as well as individuals from the wider community and festivals are celebrated. All children can play with all age appropriate toys regardless of gender and discriminatory remarks are challenged by staff. Each room has an equal opportunities book which explains how equal opportunities is part of all aspects of the children's day in that room. Children go for walks in the local community, and visit the residential home which helps them develop their knowledge of the wider world. The setting's policies promote inclusion for all children and the premises are suitable for all to access. Support is planned for children with learning or physical disabilities, to ensure their needs are met very well.

Children behave well, and respond positively to boundaries set by staff. They are clear about the rules of the setting and remind each other that they should share or say excuse me when they need someone to move. Even the younger children are caring towards one another. All groups take turns and share, help each other to tidy away and are learning to use their manners throughout the sessions. Children's spiritual, moral, social and cultural development is fostered.

All children benefit from the positive partnership staff are developing with parents and carers. 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 the sharing of policies and procedures at the induction visits. Written information about how the setting operates can be made available in large print, Braille and other languages if required. Children's individual needs and routines are discussed and recorded with parents. This helps children to settle quickly and enables staff to fully meet the child's needs. Daily verbal and written information is exchanged with parents about their child's well-being and activities undertaken. In addition parents can access the nurseries web site and observe their child in the

nursery office via the CCTV. Newsletters, information leaflets on child care issues such as keeping teeth healthy and questionnaires, are produced regularly. Parents are also invited to join staff for training sessions delivered in the nursery for staff and parents. Every six months the nursery holds a parents evening, when parents can discuss their child's progress with the key-worker. The partnership with parents and carers of children who receive nursery education is good. Information on the educational programme is shared at the beginning of the placement. In addition to the information available to all parents, these parents have sheets that explain what topics are being covered and how they can become involved both at the nursery and extend their child's learning at home. Assessments of children's abilities and progress are shared with parents on a regular basis.

## **Organisation**

The organisation is outstanding.

There are robust staff recruitment and vetting procedures which ensure children are well protected. All staff who work with the children are qualified and numerous additional training courses have been attended. The nursery organises in-house training for staff and parents, they have piloted training programmes and supported campaigns that improve childcare. Staff are encouraged to undertake specialist roles such as child protection coordinator or health and safety coordinator and now each has a deputy, so someone with specialist training is always available. This contributes to the quality of care and experiences provided for children. Staff are very well managed and there are good systems in place to provide clear direction, support and leadership, for example, regular staff meetings take place, staff inductions and appraisals are highly effective. Detailed policies and procedures are constantly reviewed and where necessary added to, they work extremely well in practice to keep children healthy and safeguard their welfare. The manager demonstrates an highly proactive stance in ensuring that the nursery is excellently and effectively organised. She along with the staff and local authority advisors have identified improvements to further enhance an already high standard. Very effective guidance is given by the management to ensure that staff are clear in their roles, they work as a supportive team. There are effective systems in place for recording accidents, medication and attendance.

The leadership and management of the setting is good. Clear guidance and support is given by the management to ensure that the educational programme is delivered effectively. There are systems to develop the curriculum both internally and with help from the local cluster group. Regular monitoring takes place to ensure that all children progress well. Overall, 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**

Since registration 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):

- further develop the use of the, 'Birth to three matters' framework and how the next steps identified, can be used for the youngest children.

### **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):

- expand the use of story time, general conversation and questioning to extend children's learning in language and mathematics.

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](http://www.ofsted.gov.uk)