



Horn End Nursery

Inspection report for early years provision

Unique Reference Number	218439
Inspection date	06 March 2007
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Registered person	Deborah Falshaw
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?

Horn End Nursery (Hixon) is privately owned and was registered in 1990. It operates from a converted bungalow with three main rooms used by children in the village of Hixon, Stafford. A maximum of 33 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18.00. All children share access to an enclosed rear garden for outdoor play.

There are currently 69 children from three months to five years old on roll. This includes 17 funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language and has appropriate systems in place to offer support for children with learning difficulties and disabilities.

The nursery employs eight full-time and three part-time members of staff. Of these, all hold early years qualifications to level 2 or 3. The nursery is a member of the National Day Nurseries Association (NDNA) and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

The nursery holds Investors in People and Quality Counts awards.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy as staff have a good awareness of current and appropriate environmental health and hygiene guidelines, policies and procedures that they implement to prevent cross-infection. For example, all staff are provided with a full health and safety induction on their first day of employment, updates are shared with staff within monthly room meetings and the nursery operate a no smoking policy. Children are encouraged to learn about good hygiene practices and are encouraged to wash their hands before and after meals, after using the toilet and to brush their teeth. The environment and equipment used is kept clean and well maintained. Staff promote good hygiene practices by providing children with individual bed linen, individual paper towels to dry hands, individual flannels to wash faces and individual toothbrushes for cleaning their teeth.

Food is hygienically stored, prepared, cooked and served to children who attend as the cook has undertaken food hygiene training and all staff have attended in-house training. The setting works in partnership with parents to meet individual dietary needs. Staff are aware of any special diets and children are offered alternative meals when required. They meet the needs of babies well by implementing their individual routines that are discussed in detail and recorded. This helps with the transition from home to nursery care. A healthy balanced diet is encouraged by the nursery who provide weekly menus. Children attending enjoy the range of meals, drinks and snacks available to them with some children enjoying second helpings at lunchtime and choosing the type of drink they want. They have free access to drinks available at all times within individual bottles and cups, this ensures children are not thirsty.

There is a high level of staff who hold a first aid certificate and written permission to take children to the hospital is sought. However, permission to seek any necessary emergency medical advice or treatment is not currently in place. This means potential delays in obtaining relevant advice or treatment in the event of an accident or emergency. A range of written policies, procedures and records are in place that parents are made aware of, and staff adhere to, for administration of medication, accidents, incidents and sickness.

Children have regular opportunities to be active both inside and outside the nursery. For example children enjoy the 'Jo Jingles' sessions, use of the nursery garden and undertake walks within the local environment. Opportunities for sleep and rest are provided according to children's individual needs. For example, the 'Baby Smalls' and the 'Tommy Thumbs' share access to a sleep room where children sleep in individual cots or on sleep mats when required. Older children

in the 'Toby Talls' use the book corner for rest or relaxation. This ensures children have opportunities to be active and to have time for rest within normal daily routines.

Children's emotional well-being and stability is appropriately fostered as they are cherished and nurtured as individuals. They develop relationships and are encouraged to express their feelings effectively. For example, children have close bonds with their key workers, with babies offering affection to staff by giving them cuddles. Children's personal care needs are well met. Nappy changing arrangements reflect good hygiene policies and procedures. For example, staff wear gloves and aprons when changing nappies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery provides a warm, welcoming, well organised and child-friendly environment that is clean and well maintained, with adequate space available both inside and outside. Risk assessments are completed, regular reviews undertaken and daily visual safety checks completed. Premises are adequately lit, heated and ventilated. Security is maintained with the outdoor play area totally fenced and secure, and a bell entry system in place to monitor access to the provision. Safety procedures implemented ensure children's safety is safeguarded and promoted. For example, appropriate fire safety equipment is provided, regular fire drills are undertaken, regular toy safety checks are completed and nominated persons are identified for collection of children.

Children access a wide range of toys and equipment that are of a good quality, well maintained and appropriate for their stages of development. These are well organised to allow children to independently access them and make decisions about their own play and learning. Staff have a detailed awareness of health and safety regulations for the area they work in because they undergo initial induction relating to health and safety when they join the group and are kept updated through regular room meetings and policy reviews. Children learn to keep themselves safe as staff continually discuss safe practices. For example, staff discuss road safety when on walks within the local environment and the reasons why they should not throw sand whilst playing in the sand pit. Procedures for outings enable children to extend their experiences through participation in trips and outings to places of interest.

Management and staff have a good understanding of child protection procedures. The designated member of staff for child protection has attended advanced training to support her role in protecting children. This ensures staff are aware of the signs of abuse and are confident to report concerns by following the setting's child protection policy and procedures. This means children are protected from harm or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and show enjoyment of their time within the nursery. They have positive relationships with staff and each other, with all children having an identified key worker who has detailed knowledge of that child. Staff make good use of the 'Birth to three matters'

framework to guide their planning and recording of progress. Consequently, there is a wide and varied range of activities offered to all children that includes opportunities for indoor play, outdoor play, active play and quiet times. All children enjoy art activities such as painting where the 'Tommy Thumbs' enjoy painting pictures of buses. Staff encourage children to be confident, independent and develop their self-esteem by letting them try new activities and experiences, offering praise for achievements and letting them have individual roles and responsibilities.

Activities that promote children's language and social skills are promoted well by staff who have constant discussions with children, extending on children's interests well through discussion and questioning. For example, staff reinforce and repeat vocalisations and language spoken within the 'Baby Smalls' room. Children make choices and are involved in decision making by having a well organised range of resources and free choice activities available for them to self-select from during each session to supplement adult-focused activities in all areas of the nursery. Opportunities to explore and investigate are provided. For example, children enjoy heuristic play and searching for bugs with magnifying glasses in the garden. Staff ensure children's individual needs are well met by seeking information from parents on admission and by undertaking observations and assessments of children. The nursery provides a wide range of activities and experiences for children that they enjoy and extends their development.

Children's self confidence is promoted by having clear and consistent expectations and trust. They are valued and appreciated by staff who actively listen and give their full attention when they communicate with them. Babies and young children play, have fun, sing and laugh with adults who get down to their level, enjoying their attentiveness and company. Babies are helped to recognise that they are individuals and separate from others as each child is valued and celebrated by making routines such as feeding and changing personal.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Consequently, children are making good progress towards the early learning goals. The learning environment and programme of activities is planned to provide a broad and balanced range of activities and experiences across the six areas of learning. Planning provides clear guidance for staff who differentiate activities for their own key group to ensure all children are provided with a wide range of activities and experiences that extend their learning in all areas. Activities and experiences provided reflect the community the children come from and the wider world. Time and resources, including accommodation, are well managed to enable children to make progress. Staff undertake an initial assessment of children's attainment on entry to enable them to assess children's starting points. Regular ongoing assessment is then completed with information gained from observations of children participating in activities to help staff provide opportunities to move children on to the next stage in their learning.

Children are interested, excited and motivated to learn. They are confident to try new activities, share ideas and speak in a familiar group. Children respond to significant experiences, showing a range of feelings where appropriate. They have a developing sense of awareness of their own needs, views, feelings and are sensitive to the needs, views and feelings of others. Children form good relationships with other children and adults. They work as part of a group, take

turns and share. They show an understanding what is right and wrong, and consider the consequences of their words and actions. They have a developing respect for their own cultures and beliefs and those of other people. For example, children enjoy making Japanese peg dolls as part of the Japanese doll day celebrations and each month children learn about and celebrate a special day. Children have good personal independence skills, they attempt to put on their own coats, lay the table for lunch and independently toilet themselves.

Children interact, speak clearly and show awareness of the listener. They listen and respond with enjoyment to stories, songs and rhymes. Children use speech to organise and explore real and imagined experiences, ideas and feelings. For example, within the home corner area children make dinner for each other and pretend to be dogs fetching things. Children understand that print carries meaning and is read from left to right. They show an understanding of the elements of stories and enjoy using books within the book corner. Children are beginning to write their own names and enjoy writing for a variety of purposes. For example, at registration an identified helper makes notes and writes their own register on a clip board, there is a writing table available at all times and children are seen busy writing and drawing pictures. Children are provided with opportunities to explore, investigate and find out about features of living things, the natural world and their environment. For example, children undertake growing activities and care for the nursery's fish. Children build and construct with a wide range of resources, they select tools, assemble and join materials. They use everyday technology on a daily basis as they have access to the nursery computer with a wide range of educational programmes and use other technological resources such as telephones, electronic toys and personal cassette players. Children are beginning to use language to compare numbers, shapes and sizes. They have some opportunities to say and use numbers in familiar contexts; they count reliably up to 10 and beyond at times within routine activities, such as counting how many children are in the line when going out to play. However, opportunities for children to use numbers for calculating, as labels and within routine activities are limited. This meant there are missed opportunities to expand and develop children's understanding of number.

Children move confidently, imaginatively, safely, with control and co-ordination. They travel around, under, over, through and use climbing equipment adeptly, showing an awareness of space, themselves and others when negotiating each other whilst running around in the garden. Children recognise the importance of staying healthy and recognise the changes that happen to their bodies when they are active. They use a wide range of small and large equipment, such as, the climbing frame, slide, balls, hoops and construction toys. Children handle tools, objects, construction and malleable materials safely and with increasing control. Opportunities are provided for children to explore colour, shape, texture and form. For example, children enjoy spaghetti play, feely bag activities and cooking. Children recognise and explore how sounds can be changed and sing simple songs from memory. They recognise repeated sound patterns and match movements to music. For example, within music and movement sessions and whilst using the instruments. Children use their imagination in art and design, music, dance, role-play and stories. Children respond in a variety of ways to what they see, hear, smell, taste, touch, feel. They express and communicate their ideas in a variety of ways by using a wide range of materials, tools, imaginative play equipment, movement, songs and musical instruments.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with staff and each other. They are valued and respected as individuals. The nursery provides them with opportunities to expand their knowledge and understanding of equality, diversity and the wider society through the range of activities and resources that they provide. For example, children enjoy celebrating a Dutch Christmas and Chinese New Year. Children are encouraged to develop self-esteem and respect for others by staff promoting positive images, offering praise and encouragement for achievements and in the 'Toby Talls' room having identified helpers for that day. There are currently no children who attend the nursery with learning difficulties or disabilities. However, the group has identified procedures in place to be followed if a child is identified within the nursery or begins to attend to promote inclusion and provide appropriate support. Children who have English as an additional language currently attend the group and appropriate procedures are implemented to include them fully in the life of the setting.

Children behave well and respond well to staff management of their behaviour. They encourage children to share, take turns, say 'thank you', show them how to behave in a friendly way and offer them praise for their achievements. However, within the group's written behaviour management policy it does not include information relating to any instances of bullying. This means parents are not made aware of the procedures that the group would follow if any issues relating to bullying arise. Children's spiritual, moral, social and cultural development is fostered. They benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Children's information forms are completed and individual routines for babies are fully discussed, recorded and implemented into the nursery day. Parents are made aware of how the setting operates through written information in policies and procedures, information displayed on the parents' notice board and verbal discussions undertaken with staff. Parents are kept informed about their child's day through verbal discussions undertaken with staff and daily diaries completed.

The partnership with parents and carers of children attending in receipt of funding for early education is good. Methods to keep parents informed of children's progress are effective. Staff provide a written diary and have daily verbal exchanges with parents to share activities and achievements of children. Parents are made aware that they can look at their child's assessments at any time, the group offers an open door policy and encourages parents to attend monthly stay and play sessions. Information about topics children will cover each month are displayed and parents are given a monthly information sheet that provides them with information about the current topic, activities children will participate in, songs they will learn and activities that parents can do at home with their child to support learning.

Organisation

The organisation is good.

The manager and registered person ensure a continually suitable staff team is in place by implementing the written staffing policy, seeking relevant clearances, undertaking induction procedures identified and by completing staff reviews. Staff have regular opportunities to

develop practice by attending regular in-house and external training courses. There is a good level of qualified staff who work with the children and all staff hold a current first aid certificate.

There are appropriate systems in place for the recording of attendance and the adult to child ratios are maintained at all times. The nursery is well organised to meet the needs of the children. Good support is given to children by staff and the key worker system is used well to monitor children's progress and liaise with parents. Staff are caring and attentive to children, offering comfort and support when required. They continually extend their learning through good questioning and the wide range of activities provided. Consequently, children are happy, settled and enjoy their time at the nursery. The management and staff work well together as part of a team.

A wide range of written policies and procedures are used to promote the welfare, care and learning of children, such as child protection, outings and sickness policies in place. Policies and procedures are shared with parents to keep them informed about the service and their child's activities and well-being. This contributes to continuity in the children's care. Most required documentation is in place, stored securely and available for inspection.

Leadership and management of the setting for children receiving funding for early education is good. Staff are well managed and there are effective systems in place to provide clear direction and support. For example, regular staff meetings are undertaken and induction procedures implemented. The manager and nursery owner have a clear vision for the nursery with a strong focus on the personal development and achievement of all children. For example, by offering continual training to staff to develop and enhance practice, seeking parental views and by operating an open door policy. Staff monitor and evaluate the curriculum well to identify strengths and areas for improvement by undertaking observations of activities, seeking advice and support from the Early Years advisors and regularly updating the groups self evaluation form.

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

Improvements since the last inspection

At the last care inspection the provider agreed to address recommendations to develop staff's understanding of equal opportunities issues and maintain appropriate temperatures in base rooms. Appropriate action has been taken as staff have attended training on equal opportunities and this is now reflected within planning and resources. Staff within each base room are vigilant about room temperatures and thermostats are in place to maintain suitable temperatures.

At the last nursery education inspection the provider was asked to consider developing written short-term plans to ensure all necessary information is recorded and improve the presentation of the reading area. Plans have been updated to provide more detail, including details of the activity to be carried out and the learning intentions. The book corner has been made more inviting with new furniture and posters displayed.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to National Standards 2 (Organisation), 13 (Child protection) and 14 (Documentation). An inspector visited the setting unannounced and reviewed policies and procedures, made observations and gathered evidence. This resulted in a recommendation relating to National Standard 14. The setting took appropriate action to address the recommendation and all information received was reviewed by a Child Care Inspector Team Manager. Ofsted can confirm that the registered person remains qualified for registration.

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 emergency treatment consent to include permission to seek any necessary emergency medical advice or treatment in the future
- update the behaviour management policy to include details of the methods used to manage bullying

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):

- extend opportunities for children to use numbers for calculating, as labels and within routine activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk