



## Hideaway Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	258949
<b>Inspection date</b>	10 January 2007
<b>Inspector</b>	Permjit Tanda
<b>Setting Address</b>	25a Station Street, Walsall, West Midlands, WS2 9JZ
<b>Telephone number</b>	01922 628824
<b>E-mail</b>	hideaway.nursery@virgin.net
<b>Registered person</b>	Judith Karen Jenkins
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hideaway Day Nursery opened in 2001. It operates from a self-contained building close to the centre of Walsall. There are local shops, a park and a school within walking distance. The nursery serves the local community and surrounding areas.

Currently there are 90 children on roll. This includes 15 funded three-year-olds and six funded four-year-olds. Children attend a variety of sessions. The nursery supports children with special educational needs and those who speak English as an additional language.

The nursery is open five days a week throughout the year. Session last from 7:30 to 18:30.

There are 23 members of staff that work directly with the children of whom most hold an appropriate Early Years Qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Children gain an understanding of hygiene and they become increasingly independent in their personal care. As part of the daily routine children learn about the importance of hand washing and cleaning their teeth. Children's welfare is promoted because most staff hold a current first aid certificate this ensures they have up-to-date knowledge of first aid for infants and young children.

Children are satisfactorily nourished and hydrated throughout the day. They benefit from meals which are varied and balanced. Children's individual dietary requirements are met through providing an alternative where necessary. Children begin to understand the benefits of a healthy diet. Morning and afternoon snacks consist of some healthy options such as fresh fruit. Children independently access fresh drinking water throughout the day and enjoy milk.

There is a secure outdoor area with a moderate range of physical play equipment. Children benefit from daily opportunities to increase their physical fitness through using climbing equipment, wheeled toys and small equipment such as bats, balls, bean bags and hoops. Children have some opportunity to engage in music and movement indoors. The routine includes opportunity for children to have a quiet time for rest and they sleep according to their needs throughout the nursery.

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

The provision is satisfactory.

Children are grouped according to their age and the rooms used are welcoming and inviting. Toys and resources are easily accessible and freely used by the children. Staff carry out written risk assessments to reduce potential hazards in the environment and therefore children can move safely and freely. Children learn the importance of staying safe through regularly practising the fire routine and understand that certain rules are in place for their own safety, for example, a group of older children understand the importance of holding the handrail on the stairs and manage it in an orderly fashion. Staff are vigilant about the children's safety and supervise the children well.

Children use toys and equipment which are appropriate and safe because staff regularly check and monitor for safety. All of the required policies and procedures for the safe management of the setting are in place and regularly updated.

Children are protected by staff of who most have a sound understanding of child protection policies and give priority to children's welfare. However, some staff are unclear of their individual responsibility to protect children and the procedure to be followed in the event of an allegation against a member of staff. This compromises the children's safety and the efficiency of dealing with child protection issues.

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

The provision is satisfactory.

Children in the baby room are helped to settle by caring adults. They gain self-assurance through close relationships with staff that are aware of their individual needs, for example, babies are fed and sleep according to their individual needs and routine throughout the day. Babies are well nourished and staff are attentive to their needs at meal times and support them well according to their needs. Toys and resources are stored in baskets on the floor and therefore easily accessed by the children. Staff are developing their knowledge of the 'Birth to three matters' framework and use it to help support the children's development. Babies have access to most of the toys daily such as sound toys, shape sorters and activity walkers. They have daily opportunities to develop their natural curiosity through playing with various types of pasta, jelly, sand, water and paint. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. They enjoy their time at nursery and make steady progress because staff ensure they provide a varied range of play experiences covering all areas of development.

Children from one to two years are all cared for in one room. The area is well resourced with opportunities for children to explore, investigate and play imaginatively. Children increase their confidence by deciding what they would like to do daily. Children mainly engage in child-initiated play and adults allow children to build on their natural curiosity, for example, many children thoroughly enjoy exploring the shaving foam on the table, they delight in throwing it at an adult who happily joins in the fun. Staff build positive relationships with the children by supporting them and talking to them. Staff have a relaxed and calm approach which allows children to play and explore at their own pace, for example, a child independently claps along to music playing in the background and taps a beat on the pretend vacuum cleaner beside her, whilst watching herself in the mirror.

Children from two to three years benefit from a space organised with their needs in mind. Children access a varied range of activities and experiences daily. The discovery room allows children the opportunity to explore and investigate at their own leisure with sand, water, paint and glue. However, staff do not always maximise play opportunities for children because the areas are not always maintained adequately. Children make steady progress because staff ensure they provide a varied range of play experiences covering all areas of development. However, staff do not always consider the varying learning needs within the group. This means more able children are not always sufficiently challenged in some areas. Children enjoy the routine and are eager to sit down for story and singing sessions. Staff observe and record what children do and are in the early stages of using observations to plan for the next steps for the children's play and learning.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children show appropriate levels of concentration and interest whilst self-selecting from a varied range of activities. Children show curiosity and show a positive approach to new experiences. Children show a sense of belonging and understand the routine well and are familiar with their environment. They easily adapt to changes in the routine and are eager to help tidy up and get ready for the next event.

Children respond well to simple instructions and join in during singing sessions in the large group. Children enjoy stories and attend the library monthly and choose books, this helps them develop a fondness for books. Children have many opportunities to copy and trace their name and labels for display work, for example, a group of children trace over the names of some countries for a display. However, staff do not always successfully incorporate opportunities for children to use writing during play. A writing area is made available but children are not encouraged to self-select from a varied range of interesting items daily, instead staff limit and choose what is available and therefore children do not always make good use of the area. Children learn to recognise their name through using their name cards and labels on their coat pegs. Children are exposed to familiar words through the use of the weather board and therefore begin to understand print carries meaning. More able children have few opportunities to hear sounds and begin to recognise initial sounds in words.

Children have regular opportunities to explore colour, texture and shape and be creative through activities such as painting, drawing, moulding dough and making collage using art and craft materials. Children have free access to the art and craft area, however, it lacks interest and challenge and therefore children do not make good use of it. Children join in their favourite songs and show an interest in musical instruments. Children thoroughly enjoy the role play area, for example, children dress the dolls in warm clothes and pretend to make a fire to keep the pretend igloo warm. Children increase their imagination and sustain their interest in this area because staff plan and carefully select items that will inspire children and keep them interested. It is regularly changed and children benefit from adopting roles in the restaurant, garden shop, post office and spaceship.

Children gain confidence in counting during daily situations such as, counting cups at snack time and respond well during number rhymes. Children begin to use mathematical vocabulary such as, big and small. Children learn to recognise shape in their environment during play. They use three dimensional construction toys to make models and enjoy puzzles. Opportunities for children to extend their skills in early calculation and problem solving through daily routines are well planned, for example, children calculate how many more biscuits they need at snack time.

Children have daily opportunities to increase their physical skills through a satisfactory range of resources. Children handle tools, objects and build and construct, assembling and joining materials. Children show a real interest in the natural environment and have been collecting leaves and observing change through topics such as the weather, hibernation and nocturnal animals. Children begin to question why things happen through planned activities such as making sound and exploring echoes, making bread and using magnets. However, opportunities for children to explore and investigate at their own leisure through the sand and water are not always well planned, for example, the sand and water toys include mainly spades, sieves, buckets and containers. This limits opportunities for children to engage in early scientific experiments such as floating and sinking.

All staff do not have secure knowledge of the Foundation Stage therefore the quality of teaching and learning varies according to who delivers the activity. Children make steady progress because they have access to a varied range of experiences promoting all areas of development. During child-initiated play staff spend much of their time sitting with the children but do not always

recognise the learning potential of activities. This impacts on the quality of teaching and learning throughout the day. The planning system ensures the six areas of learning are covered consistently. Staff work hard to arouse the children's interests through a variety of topics and offer a range of stimulus such as visual aids, materials to handle, books and songs which keep the children interested. However, staff do not always meet the learning intention of focused activities because activity plans do not always clearly show the learning intention. On occasions the materials chosen do not easily lend themselves to what is being asked of the children, for example, children are asked to create a polar bear face using a white paper plate and blue and green paint. Teaching does not always take account of children's different attainments and on occasions some activities are pitched too high, for example, children are asked to make an observational painting of a soft polar bear using white, red and green paint, consequently children are eager to paint a Santa instead. Staff provide an environment which is organised to help children become independent. They use appropriate systems to observe, monitor and record children's achievements and are in the early stages of planning experiences that help children take the next step in their learning.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and are given the opportunity to take part in the session. Children know the routine well and show a sense of belonging. Staff value and respect their individuality and children learn to understand that they can expect others to treat their cultures and beliefs with respect. Children have access to an appropriate range of positive image resources and play materials and take part in celebrating various festivals which ensures they learn about diversity. Children have many opportunities to learn about their local environment through organised visits to places of interest such as parks, the farm and zoo. Staff are able to adapt the environment and activities to meet the needs of children with special needs. There are appropriate systems in place to support children who speak English as an additional language.

Children are well behaved. Staff adopt a positive approach to help children understand values and codes of behaviour. Therefore children respond well to gentle reminders to care for the environment, the resources and for each other. However, staff are not always consistent in their approach to managing the children's behaviour and therefore children are not always clear of the consequence of their behaviour. Children work harmoniously in groups and learn to negotiate with others and take responsibility for their own behaviour. Children develop their self-esteem because staff build on their good behaviour through praise and reward.

The partnership with parents and carers is satisfactory. Children's needs are met because staff actively seek parents' views about their children's needs and interests before the child starts at the setting. Staff ensure that all parents know how their children are progressing and developing through regularly meeting with parents and sharing progress reports. Parents are kept up-to-date about nursery routines and events through regular newsletters, the notice board and daily contact. Parents receive sufficient information about the Foundation Stage and the delivery of the educational programme. Parents are actively encouraged to share their opinions and views about the nursery through six monthly feedback questionnaires. Children

benefit from the involvement of their parents in projects, this contributes to their well-being at the nursery.

## **Organisation**

The organisation is satisfactory.

An acceptable recruitment and selection procedure means that children are cared for by suitably qualified staff. Some staff are more secure in their knowledge of the Foundation Stage and 'Birth to three matters' framework and therefore the quality of education and enjoying achieving varies throughout the setting. Staff work well as a team to meet the needs of children.

Leadership and management is satisfactory. The management team have a hands on approach, this helps them act as positive role models and support staff. They have a commitment to building on the satisfactory practice in care and a vision to improve the education for all children through staff training. The systems in place to monitor and evaluate the provision of nursery education are not always effective and this impacts of the quality of learning and teaching. Staff work well as a team and a good adult to child ratio means staff are able to meet the needs of children well.

All of the required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Children benefit from a committed staff team who are acceptably inducted and supervised. Children benefit from a familiar staff that are deployed appropriately meeting the individual needs of children. There is a commitment from the whole staff team to continuous improvement and development. The satisfactory quality of the provision means that overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The setting has made some steady improvement since the previous inspection. At the last inspection six actions were raised and one recommendation to improve the care of children.

The children's health and safety has improved. There is a clear policy stating all children are normally held whilst bottle feeding. The level of accidents occurring is monitored closely and prompt action taken to minimise hazards. Ofsted is informed of any significant changes or incidents. The child protection policy includes the procedure to follow in the event of allegations made against staff, however, all staff do not still have a secure knowledge of child protection issues. The organisation of space, resources and range of activities has improved, consequently, children self-select resources and initiate their own play. The range of activities has improved and therefore children make steady progress in all areas of development and staff are beginning to use observation and assessments to help plan the next steps in children's learning. Opportunities for children to increase their physical fitness have improved through regular access to outdoor play.

Four key issues were raised at the previous inspection to improve the quality of the education provided. Most have been addressed and others partially met, therefore, some improvement has been made. Staff have attended some training to improve their knowledge of the Foundation Stage and therefore they have a better understanding of the six areas of learning and how to

deliver a range of experiences to help children make some progress towards the stepping stones. Staff acknowledge further training is required to help them deliver effectively the learning intention of activities. The many gaps in the educational programme have been addressed and therefore children are making steady progress in all six areas of learning. The organisation of space, resources and activities means children have a greater autonomy to initiate their own play. Children who speak English as an additional language are appropriately supported to ensure they are included and benefit from the activities provided.

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

Three complaints have been received since the last inspection in relation to the National Standards.

In April 2005 Ofsted received concerns regarding the suitability of staff, the activities provided for children, the supervision of children and correct adult to child ratios not being maintained. These concerns relate to National Standard 1: Suitable Person; 2: Organisation; 3: Care, Learning and Play, 6: Safety; 12: Working in Partnership with Parents and Carers. Ofsted requested that the registered person conduct an internal investigation and provide Ofsted with a written report detailing the findings and any proposed action to improve practice. Ofsted also requested a copy of the staff list, staff and child registers and the operational plan and asked the registered person to demonstrate how ratios are maintained at all times. Ofsted asked the Registered Person to provide copies of the activity planners and demonstrate how the activities provided meet the developmental needs of the children. In addition, copies of the risk assessment and written parental consent when taking children on outings were requested. All information requested was received within the timescales set and reviewed. Ofsted is satisfied and the registered provider remains qualified for registration.

In November 2005 Ofsted received concerns regarding the supervision of children and the attitude of staff to parental concerns. These concerns relate to National Standard 2: Organisation; 7: Health; and 12: Working in Partnership with Parents and Carers. Ofsted investigated the concerns through requesting an internal investigation and a written report detailing the findings and any proposed action to improve practice. The provider's comprehensive written response gave a reasonable account of the actions of staff and incidents. The provider demonstrated that the requirements of the relevant National Standards are being met and also identified steps to be taken to review practice. Ofsted is satisfied and the registered provider remains qualified for registration.

In January 2006 Ofsted received concerns regarding staffing qualifications, staff to child ratios, organisation of staff; supervision of children, recording of medication, provision of food, management of special needs, behaviour management and the feedback provided to parents. These concerns relate to National Standards 1: Suitable Person; 2: Organisation; 3: Care, Learning and Play; 6: safety; 7: Health; 8: Food & Drink; 10: Special needs; 11: Behaviour; and 12: Working in Partnership with parents. Ofsted investigated by an unannounced inspection and found, through observation, discussion and a review of all available evidence that the provider is meeting all of the requirements of the National Standards and supporting criteria in respect of the alleged areas of concern. Evidence and practice seen at inspection directly contradicted all of the notified concerns. The provider agreed one action relating to checking the suitability



of staff in order to improve practice. Ofsted did not take action in relation to any other aspect of the service. The provider 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 staff are aware of child protection issues and are able to implement policies and procedures
- ensure activities and areas within the playrooms are maintained throughout the day to maximise play opportunities for children
- ensure staff consider the varying developmental needs within the group and plan effectively to help more able children achieve their next steps in learning
- ensure staff handling of behaviour is consistent and appropriate.

#### **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):

- increase the staff's knowledge of the Foundation Stage to improve the quality of teaching and learning
- ensure all staff are aware of the learning intention of activities
- ensure staff plan effectively for the varying learning needs within the group
- ensure there is an effective system in place to monitor and evaluate the teaching and learning.

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