



# Holbourn House Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	220246
<b>Inspection date</b>	31 January 2007
<b>Inspector</b>	Jan Burnet
<b>Setting Address</b>	Holbourn House Day Nursery, The Old School, Dodford, Northampton, Northamptonshire, NN7 4SX
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<b>Registered person</b>	Bernadette Martin and Clifford Martin
<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?

Holbourn House Day Nursery was registered by the current owners in 1990. It operates from the old school in the village of Dodford, Northamptonshire. Children have access to one main classroom and there is a fully enclosed outdoor play area. Children attend from the local and surrounding area. The nursery opens Monday to Friday, for 48 weeks of the year, from 08:30 until 17:30.

A maximum of 20 children aged from two years to under five years may attend at any one time and there are currently 33 children on roll. This includes 14 funded three-year-olds and four funded four-year-olds. Staff support children who have learning difficulties and physical disabilities.

Three full-time staff work with the children and all hold early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is assured because they are aware of good practice with regard to personal hygiene. Staff protect children through effective hygiene procedures as they provide anti-bacterial liquid soap for hand washing and use anti-bacterial sprays to clean surfaces. Older children are mostly independent in their self-care and all children wash their hands before meals. Medication systems give good protection to children and their best interests are comprehensively served by a staff team well informed on accident procedures as all hold up to date first aid certificates.

Children's individual dietary needs are well met and the cook provides a good variety of nutritional meals which are cooked from fresh ingredients daily. The children are encouraged to make healthy choices in the nursery and food is included from different cultures. Children develop an awareness of healthy food and how to keep themselves strong and healthy for example, they are encouraged to clean their teeth after lunch and after tea. Meals provided are low in fat, sugar and salt. Snack is organised on a "rolling" basis with children deciding from 10:30 onwards when they would like a drink of milk or water and, on the two days of inspection, fruit and bread sticks to eat.

Children's emotional well-being is assured because they are encouraged to settle into the nursery at their own pace. Staff encourage a gradual introduction. Children are developing physical skills and confidence with a variety of physical activities and some large equipment.

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

The provision is satisfactory.

Children are cared for in a welcoming, secure and satisfactorily safe indoor and outdoor environment. Examples of the children's work are displayed throughout the building, thus promoting their self-esteem, and children's independence is encouraged as they are able to self-select some resources, for example graphics materials. Toys, equipment and furniture are safe, clean and in good condition and enhance children's learning and development. All equipment meets safety standards and staff check for any broken toys to ensure that the children are protected. Staff are aware of most potential risks and ensure that measures are in place to protect children, however, children's safety is compromised because the kitchen, the cooker and kitchen tools, are accessible to them. Children learn how to keep themselves safe, for example, safety when accessing the outdoor play area as they have to exit the building and walk half way around it to enter a gated area, and sitting down with scissors and learning how to hold and use them safely.

Children are aware of the fire drill as it is practised at least once each term and a comprehensive record is kept. Satisfactory risk assessments are in place and policies and procedures are generally applied by staff with regard to supporting children's safety. Children's welfare is satisfactorily safeguarded by staff who have a working knowledge of abuse and neglect and local referral procedures. However, the protection of children from abuse is potentially compromised because

the child protection procedure does not include the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

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

The provision is good.

Children achieve well because staff use their knowledge of the 'Birth to three matters' framework to provide good quality care and education for young children. The framework is used in the nursery to assist the children's global development. Staff use information from parents and their own knowledge of children's different stages to ensure that activities challenge children and promote learning. Routines are well balanced and at some group times, when children listen to stories and develop their speaking and listening skills, they benefit from being divided into two separate groups for the younger and older children. All children learn, interact, and enjoy their activities and they benefit from a good balance of adult-led, adult-supported and child-initiated activities.

Children are sociable, keen and inquisitive. They confidently choose activities and relate well to each other and staff. Manipulative skills are well developed due to daily practise whilst playing with dough, threading and construction toys, scissors and a range of writing materials. Books are very well used by the children and they hold them properly, turn pages with care and study and talk about the pictures inside. Independence is developing well as most children are able to address their personal hygiene needs, put on their own coats and choose and select resources to supplement ones set out by staff. They choose and name colours whilst painting and spontaneously count and name shapes. Children benefit from learning and play opportunities through visits and outings, for example, nature walks around the village and walks to the shop and church. Planting activities help the children to discover how things grow and change and they grow vegetables in summer which they then help to prepare ready for cooking. Last year they grew pumpkins that were used in a variety of ways. Young children are developing confidence and a good settling in procedure ensures that they feel secure and happy.

### **Nursery Education.**

The quality of teaching and learning is good. Three and four-year-old children access a good range of resources, which support their learning across all of the six areas of learning. Personal social and emotional development is a strength. Children are motivated and sociable and play independently with activities chosen by themselves and confidently select additional resources. They express their views and opinions and staff ask open-ended questions to encourage children to think and develop their language skills. Children behave well and demonstrate that they are aware of behaviour boundaries. They show consideration for each other and are learning to share and take turns. They are gaining an awareness of how other people live as they celebrate a range of religious and cultural festivals and share information on family events. In turns they take 'Ted' bear home, take photographs and then talk to the group about their time spent with him.

Children are learning to speak in turn and listen to others and they enjoy well-organised story times. They listen intently and enthusiastically answer staff questions. Pencil control is developing well with daily practise in a variety of ways. Children have continual access to a

graphics area and resources include pencils, crayons, marker pens, scissors, glue and collage materials. Opportunities to develop the link between sound and letter are good. The current theme is the alphabet and at group time during a "show and tell" session, a child selects from her bag items brought from home and then children discuss the letter sound at the beginning of each named item. The child is then supported by staff to find the appropriate plastic letter for the sound. Three and four-year-old children confidently find their name card on the table at lunchtime. Children count confidently and are learning to recognise numerals to 10. Some children have progressed beyond 10 and staff ensure that with the support of parents and other professionals, gifted children are effectively challenged. Children are developing an awareness of "more" and "take away" whilst grouping, separating and counting various table-top toys and also spontaneously whilst talking to staff, for example, a staff member counts to six with a child using her fingers and identifies that there are five on one hand and that "one more" on the other hand will make six altogether. Children use positional language and develop an awareness of weighing and measuring, for example weighing ingredients for baking activities.

Children's physical skills develop and improve with a variety of experiences and equipment, however, older children do not have opportunities to use large climbing equipment that will challenge them effectively. Children move in a variety of ways during movement to music sessions and over obstacle courses. They gain good control of sit and ride toys and skilfully pedal and steer and develop catching and throwing skills. They are developing skills with small equipment and tools and have daily access to two computers and are developing good control of the mouse. They explore change with baking activities and they help to care for the nursery rabbit and plants that they grow in the garden. Children explore the local environment and have visited a local shop and church. On nature walks they collect cones and leaves and "mini beasts" which they bring back to the nursery and look at under a magnifying glass. Children enthusiastically and confidently engage in the full range of creative play activities. In pretend situations they involve adults. For example, an older child pretends to be a staff member at the table and expects the staff member to act as the child, he asks "now what is that letter?" as he shows her a matching game on his paper. Children paint and draw and are able to name a range of colours. They move imaginatively to music and experiment with sound using musical instruments.

Staff ensure that children have daily access to resources and activities that stimulate and challenge three and four-year-olds. The routine of each day is well balanced and includes outdoor play and opportunities for children to rest if they need to. Long, medium term and weekly planning links to the six areas of learning and identifies learning objectives. Evaluation sheets are completed following planned activities. Each child has a folder that contains staff observations and examples of art activities and their pencil skills. Key workers know children in their group well and confidently identify their different stages of development in relation to the stepping stones that lead to the early learning goals, however, assessment records are not used to track this progress and staff do not plan for individual children to lead them towards the next step.

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

The provision is good.

Children's individual needs are well known by staff because admission information is thorough and communication with parents is good. Staff ensure that they put into practice the Equal Opportunities Policy which identifies that all children are valued as individuals. Children's spiritual, moral, social and cultural development is fostered. Staff are proactive in ensuring that children learn to value similarities and differences between themselves and others, for example, by celebrating a range of religious and cultural festivals through the year. Children are also gaining a good awareness of diversity as they have access to a variety of resources that reflect positive images. Inclusion is given a high priority and the nursery manager uses her own knowledge and experience and support from parents and other professionals to ensure that all children are supported so that they are able to reach their full potential.

The partnership with parents is good. Parents play an active part in their child's care and education. In order to help their child feel settled and secure parents are asked to visit during the weeks before the child starts the nursery and flexible admission procedures meet the needs of each child, for example, initial short stays to avoid any separation anxiety. A prospectus contains information on the Curriculum guidance for the foundation stage and 'Birth to three matters' framework information is displayed. Initially parents are asked to share what they know about their child and they attend a meeting during which the manager explains the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage. Activity planning is displayed. Parents are provided with Family Observation Sheets and are asked to choose a moment when their child is really involved in something and write down their observation. Parents are aware that child development folders are kept and that they may access them at any time. Information is shared verbally on a daily basis. Parents are aware of the setting's policies and procedures, including the complaints procedure, but potentially the quality of children's care is compromised because parents are not aware of revised regulations with regard to recording complaints.

Children's self-esteem is given a high priority and the behaviour policy states that, "staff are encouraged to praise good behaviour, we recognise that children are learning to deal with a range of emotions and so in order to avoid damaging children's self-esteem we will be consistent in applying agreed procedures". In order to achieve this staff ensure that they are positive role models, praise desirable behaviour and discuss behaviour with children. Children are never humiliated and are supported in seeing what was wrong in different situations. Level of understanding is always considered and staff often use distraction rather than confrontation to manage behaviour. Children readily accept reminders from staff to share and take turns, they cooperate and behave well.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a clean and welcoming environment and space is organised to enable them to experience a good range of play activities. The provider ensures that children's care and education is promoted well by a stable team of qualified and experienced staff. Resources

and activities are easily accessible to all children and they are encouraged to become independent learners.

Leadership and management is good. The joint owner of the setting is the day care manager and she is part of the childcare team. Staff work well together and children benefit from their commitment to improving their knowledge and skills. They monitor and evaluate care and education, welcome advice and support from local authority representatives and are working towards National Day Nursery Association accreditation. Staff demonstrate a good awareness of the Curriculum guidance for the foundation stage and work well to support all children. Resources meet children's needs and activities are well planned by the team.

Children's welfare and care are generally supported with staff implementation of the setting's satisfactory policies and procedures. All required policy statements have been drawn up but the complaints and child protection procedures do not contain all required information. Legally required documentation is in place and is kept up to date and in satisfactory order. Overall, children's needs are met.

### **Improvements since the last inspection**

At the time of the last care inspection three recommendations were made. The provider was asked to ensure that the accident record is signed and request written permission from parents for seeking emergency medical advice or treatment. Children's best interests are served because these recommendations have been satisfactorily addressed. The provider was asked to include a procedure to be followed in the event of an allegation being made against a member of staff or volunteer in the child protection procedure. Children's welfare is not fully safeguarded because this has not been addressed.

At the time of the last education inspection there were no key issues raised

### **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):

- develop the procedure for complaints to include revised information October 2005
- ensure that the written child protection procedure includes a procedure to be followed in the event of an allegation being made against a member of staff or volunteer.
- make sure that the kitchen is inaccessible to 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):

- develop assessment systems to ensure that observations are used effectively to track children's progress along the stepping stones towards the early learning goals and that assessment, and information from parents, informs planning for individual children
- ensure that older, more able children have access to large climbing equipment that will challenge them effectively.

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