

Hadley Under & Over 5's

Inspection report for early years provision

Unique Reference Number	208202
Inspection date	12 October 2007
Inspector	Olwen Pulker
Setting Address	Old School Buildings, Hadley Park Road, Leegomery, Telford, Shropshire, TF1 6PW
Telephone number	01952 411248
E-mail	
Registered person	Hadley Under and Over 5's Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

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?

Hadley Under & Over 5's opened as a nursery in 1996 and operates from three separate buildings in the heart of Hadley close to all local amenities, including shops and places of cultural interest. There are efficient public transport and road links to Telford town centre. A maximum of 46 children may attend the nursery at any one time and a maximum of 40 children may attend the pre-school and holiday club. The nursery is open each weekday from 08:00 to 17:30 for 51 weeks of the year. All children have access to secure enclosed outdoor play areas.

This is a multi-purpose nursery, which provides a range of day care services for children of working and non-working parents from the diverse local community. There are currently 103 children aged from three months to under eight years on roll. Of these, 59 children receive funding for nursery education. The nursery currently supports a number of children who have learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 30 staff, including three trainees. All staff hold appropriate early years qualifications except for the trainees and a new staff member who are currently working towards a qualification. The setting receives support from the local authority.

The organisation comprises of a Limited Company (non-profit making), which has charitable status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff consistently implement the health and hygiene procedures to ensure that all areas within the nursery, including the kitchen and toilet areas, are kept clean and well maintained. As a result of this effective practice the risk of cross-infection or contamination is minimised. Staff teach the children about good health and hygiene routines from an early age and as a result children are learning to take responsibility for their own personal care. For example, they have tissues to blow their noses and they routinely wash their hands after using the toilet and before eating food. However, due to the location of the hand washing facilities in the nursery building and the allocation of time and staff, children in the Disney room share a bucket of warm soapy water to wash their hands before lunch. This practice does not protect them from the risk of cross-infection. Babies' and toddlers' comfort is assured through well-organised nappy changing routines. Children's good health is well promoted because staff seek detailed information about their medical history, allergies and dietary requirements prior to them first attending the setting. Parents are kept well informed about any intervention or treatment and all relevant records are maintained in a confidential manner. Staff are well prepared for safeguarding children's welfare in any medical emergency as they have appropriate first aid training and qualifications. Suitable first aid equipment is readily available throughout the nursery.

Babies and children are well nourished. Meals are prepared on a daily basis by the nursery's cook, with a strong emphasis on providing a wide variety of fruit and vegetables. She uses fresh food where possible and children thoroughly enjoy the varied range of healthy meals and snacks. Children's cultural and dietary requirements are respected and well catered for through using information provided by their parents. Babies' individual feeding routines are carefully followed and they are gradually encouraged to develop their independence by learning to feed themselves. Portions are manageable and children soon become adept at using child-sized cutlery. Children are suitably hydrated as drinks are readily available for them throughout the day. Children's knowledge of the importance of having a healthy diet is promoted through topic work and activities.

All children benefit from the regular access to fresh air and exercise that they have each day, weather permitting. They enjoy use of safe and secure outside play areas and are able to develop good physical skills. They enthusiastically participate in a wide range of activities which contributes to their good health by developing all their muscles, physical skills, body control and co-ordination. Babies and younger children enjoy the outdoor play facilities and are taken on walks in trolleys or hold hands as they practise their walking skills with staff. The outdoor areas are equipped with age-appropriate play equipment such as a climbing frame, trikes, ride-on toys, balls and hoops. Through playing energetic games, children are developing their skills of throwing and catching, hopping, skipping and jumping.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-maintained environment, where they move about freely and safely in well-organised rooms. The environment is warm and welcoming with attractive displays of children's work enhancing both buildings. The attention to detail in the choice of furnishings and décor in the newly refurbished nursery building creates a positive ambience in which children can both play with purpose and relax.

Children are provided with a wide range of good quality toys, equipment and resources, which are appropriate for their purpose and used effectively to support their play, care and learning. Toys are easily accessible to the children, promoting their independence and ability to make choices about what they want to do.

Staff take positive steps to ensure children's safety within the setting is effectively promoted. Risk assessments are carried out on a daily basis; toys and resources are regularly checked and maintained in a good condition to ensure children's safety when playing with them. Children are learning to keep themselves safe because staff encourage them to understand about safety matters, for example, children regularly practise emergency evacuation drills, learn how to handle tools and other play equipment with care and they help to tidy toys away to prevent accidents from occurring.

Access to the building is carefully monitored and clear procedures are in place for the collection of children by named adults. Consequently, children are well protected. All members of staff have good awareness of child protection issues. They understand their roles and responsibilities for protecting children, in line with the nursery's policies and procedures. They are aware of the possible signs and symptoms of abuse and neglect. Child protection training is regularly updated and senior managers are fully conversant with the Local Safeguarding Children Board guidance. Telephone numbers of the relevant agencies are readily available to ensure that any concerns can be reported should any concerns arise. As a result, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and enjoy their time in the setting. An effective key worker system ensures that they are cared for by consistent staff whenever possible. They enjoy positive relationships with staff and benefit from familiar routines which increases their sense of trust and well-being. Babies explore the colours, textures and sounds of manufactured toys with interest. They attempt to imitate their carer's actions in pressing various knobs and buttons on 'pop-up' toys and enjoy the sounds of musical toys.

Children are confident in their recognition of colours and shapes and have good opportunities to investigate magnets and electronic toys. Their language and communication skills are promoted well through constant conversation, story sessions, singing nursery and action rhymes. Staff readily become involved in children's play with lots of animated discussion about their food shopping, the pirate ship or the knights in their castle. Consequently, children are developing their speech and are able to express their needs confidently. Children show an interest in books and happily settle independently to look at the pictures or with staff who sit with them and talk about what they see. Exploration with paint, pasta, dough and sand helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit

from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

Children attending the holiday club during the summer are provided with a wide range of activities, such as, water play, dressing up, bouncy castle and a disco. Staff report that the firm favourites this year were the dinosaur day and designing and constructing forts.

Nursery education

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a clear understanding of how children learn and make progress. Children's learning is promoted through carefully planned and well-organised topics and activities. Plans cover the six areas of learning, identify key learning outcomes and are linked to specific stepping stones towards the early learning goals. Activities are evaluated and staff use the evaluations to inform future planning. They also use their observations and assessments of children to accurately track each child's progress through the stepping stones and to plan for the next stage in their development. Assessment of the children's learning is effective in providing parents, carers and staff with a clear view of how each child is progressing. Staff make good use of their time, are sensitive in their management of the children and their behaviour and are involved in children's play and learning throughout the day. They make good use of open-ended questioning to extend children's learning.

Children are excited and motivated to learn; they enjoy new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well-being. Children are developing their independence through participation in routine activities, such as, tidying up and putting on coats before going out to play. However, they are not given sufficient opportunities to be independent at meal times as staff pour the drinks and serve the food. Children mostly share resources well and are considerate towards others.

Children move confidently with control and coordination. They negotiate pathways well when riding on wheeled toys and show developing skill in bat and ball games in the playground. They have weekly gymnastic sessions when they practise their climbing and balancing skills and are given instruction in executing forward rolls safely. They enjoy musical movement, displaying good imagination as they portray trees blowing or leaves fluttering and swirling in the wind. Children enjoy creating displays linked to topic work and expressing themselves freely through painting and junk modelling. They eagerly explore many different textures, such as, sand and collage.

Children initiate and continue conversations with others as they play. They concentrate well during circle time, listening attentively whilst others speak. They listen intently to favourite stories as well as predicting text and joining in familiar refrains. Children are able to recognise their names on their name cards and some of the older or more able ones write their names unaided using well-formed letters. They have free access to paper and writing materials; they make marks and draw in the writing area and include mark-making in their role play.

Children are developing a good understanding of mathematical concepts. They use size and positional language well and show a good understanding of shape and symmetry. Children are becoming familiar with simple addition and subtraction as they add or remove one or two items from a group. Children measure their feet and the older ones use their findings to form simple graphs.

Children are introduced to a wide range of topics that help develop their awareness of their environment and the world in which they live. They explore and investigate the natural world as they learn about the lifecycle of a butterfly and how weather helps plants to grow. Children learn about the significance of different festivals, such as St Patrick's Day and Diwali. They have good access to Information and Communication Technology (ICT) such as tills and telephones and enjoy using the computer to play educational games.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the nursery by very friendly staff and settle well as they are sensitively helped to feel secure and confident in their environment. They form good relationships with the staff and as a result develop a sense of trust and belonging. They also enjoy friendly relationships with their peers. Each child is highly valued as a unique individual and staff are familiar with their particular circumstances, needs and culture. The nursery provides a range of multicultural toys and equipment, such as play people, books and dolls to support children's learning. They participate in themed topics where they can learn about different cultures and festivals through a range of practical activities and experiences such as visiting the neighbouring Sikh temple. There are appropriate arrangements in place to support children with learning difficulties and/or disabilities or children who speak English as an additional language. Staff work well with parents and other professionals to meet each child's needs.

Children behave well and have good levels of concentration. They respond positively to the excellent role models provided by the staff, who demonstrate respect for the children, their parents and other members of staff. Children play harmoniously together and understand responsible behaviour because staff consistently use positive behaviour management strategies to help children to learn about what is right and wrong. Staff are calm and give children clear explanations, appropriate to their developmental stage and level of understanding and maturity, as to why certain behaviour is unacceptable. Children learn to be helpful, polite, considerate and patient; they are good at sharing toys and listening to one another in a group. Staff support and encourage the children's good manners and positive behaviour with well-deserved praise. Children's spiritual, moral, social and cultural development is fostered.

Parents are respected and made to feel welcome in the nursery. They are provided with clear information about the nursery through the prospectus, regular newsletters, photo displays and information displayed on the notice boards. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Staff and parents share written and verbal information effectively to ensure children's changing needs are met and to provide continuity of care. The partnership with parents and carers who receive nursery education is good. They are provided with comprehensive information about nursery education and how children work through the Foundation Stage of their education. All parents are kept well informed about what their children do and their achievements and they have access to their child's own development folder. Parents are encouraged to be actively involved in their children's learning as the children take books home from the nursery to look at or read with their parents.

Organisation

The organisation is good.

Robust operational procedures and a comprehensive portfolio of policies underpin the operation of the nursery and effectively promote children's good health, safety, welfare and development. All the required documents and consents are in place to ensure staff follow parents' wishes regarding their children's care and well-being. Sound recruitment and appointment procedures ensure children are protected and cared for by staff who have relevant professional qualifications, enthusiasm for the job and a suitable knowledge and understanding of child development.

The well-organised environment and effective staff deployment enhances children's enjoyment and achievement and their ability to take an active part in the life of the nursery. The sound adult to child ratios and key worker system positively support children's care, learning and play in all areas of the nursery.

The leadership and management of the nursery is good. The manager and trustees have clear aims for the nursery and their vision of a homely environment, where learning is child-centred, is shared with a motivated staff team. The management and staff regularly reflect on their practice and identify areas for improvement. They act upon advice from the local authority and other early years professionals. Children's welfare is safeguarded due to effective procedures for recruiting, inducting and appraising staff. Children are cared for by experienced, well-qualified staff and benefit further because staff are highly valued and supported in accessing regular opportunities to improve and update their qualifications, knowledge and understanding. Staff share any knowledge gained with the staff team, so that everyone's practice is enhanced.

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

Improvements since the last inspection

At the last inspection the provider agreed to maintain a consistent and reliable daily register of attendance showing the hours of attendance of children and staff and to increase staff awareness of the National Standards and Guidance. The provider has implemented suitable systems to address both these issues; times of children's and staff's arrival and departure are clearly recorded within their base rooms and staff are encouraged to read and re-visit the National Standards and discuss them during staff meetings.

In addition, the provider agreed to ensure that parents have clear information about the staffing structure and the complaints procedure, including child protection. Details of the complaints and child protection procedures are contained within the prospectus which is produced for the parents. Copies are also clearly posted on the notice boards. Photographs and names of staff and their roles within the nursery also appear on notice boards to inform parents who are caring for their children.

Finally, the provider was asked to develop opportunities for parents to be informed about their children's activities on a daily basis. The nursery provides parents with termly newsletters and plans of the activities provided for the children. Displays on the walls, activity theme tables, children's profile books and verbal feedback from staff are effective in keeping parents well-informed of their children's activities.

Complaints since the last inspection

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.

Since the last inspection there has been one complaint made to Ofsted.

Concerns were raised that no one was officially in charge at the setting on occasions when the manager was absent and that the outside area was hazardous due to building work taking place. These concerns relate to National Standard 1 - Suitable Person, National Standard 2 - Organisation and National Standard 6 - Safety. Ofsted initially asked the provider to conduct an investigation and report back. Ofsted subsequently visited the setting to review policies and procedures, interview staff and make observations. As a result of the enquiries made and the evidence gathered, Ofsted set three recommendations with regard to staff training and sharing information with parents. The provider was also given one action under National Standard 2 in relation to maintaining registers. A response was received from the provider confirming this action had been addressed. The provider remained 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):

- improve hand washing practice in the Disney room to further reduce the risk of cross-infection.

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):

- provide further opportunities for children to develop their independence, particularly at meal and snack times.

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