

Horn End Nursery

Inspection report for early years provision

Unique Reference Number	218440
Inspection date	06 March 2008
Inspector	Mary Anne Henderson

Setting Address	Wharf Road, Rugeley, Staffs, WS15 1BL
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Registered person	Deborah Falshaw
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Type of inspection	Integrated
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Type of care	Full day care
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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 outstanding.

WHAT SORT OF SETTING IS IT?

Horn End Nursery opened in 1998 and operates from a purpose built property in Rugeley in Staffordshire. The nursery operates from a range of rooms that meet the needs of the children attending. This includes a baby room and a large sectioned off room for young toddlers and older children up to five years old. The nursery serves the local and surrounding areas. There is an enclosed outdoor play areas which is shared by all the children.

A maximum of 33 children may attend the group at any one time. There are currently 63 children on roll from three months to under five years old. 11 children are in receipt of funding for nursery education. Children can access a variety of sessions. The nursery operates Monday to Friday all year round from 08.00 to 17.30. The nursery supports children with learning difficulties and/or disabilities and those learning English as an additional language.

There are currently nine members of staff working with the children, all of whom hold early years qualifications to NVQ Level 2 and 3. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are learning about the benefits of a healthy lifestyle. They enjoy a very good range of indoor and outdoor physical activities and use a good range of small and large equipment to develop their muscles. For example, they climb the steps to use the slide, jump up and down on the low trampoline and throw and kick the balls. Children also enjoy daily walks around the local areas, weather permitting.

The children play in an environment that is well-maintained and clean. Children know to wash their hands after visiting the toilet, after painting and gluing and before their meal and snack times. The staff however, are not always vigilant about following the nursery procedures for ensuring high standards of hygiene with regard to hand washing, thereby at times, possibly compromising children's health. Children's welfare is well maintained because the staff are first aid qualified and they have sought written parental permission to seek emergency medical treatment or advice for all children on roll.

Children learn about healthy eating because they eat a variety of fruit such as bananas and apples at snack times. They also enjoy drinks of water, milk or juice with their snacks and they have free access to drinking water throughout the session because they have named water bottles in their rooms. Children enjoy a varied diet at lunchtimes including meat, fish, vegetables and salad. They enjoy social interaction with their peers and the staff during snacks and meal times as they talk about their family life and what they have been doing during the morning session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is maintained because the staff have attended child protection training. They know what to do and who to contact should they have a concern about a child in their care and they have the current Local Safeguarding Children Board contact numbers at hand. There is a comprehensive child protection policy in place to keep parents informed of procedures.

The safety of children is well-maintained. Staff check all areas before the children arrive and they use a risk assessment format which includes areas, equipment and toys. However, evacuation notices are not always easily identified in all rooms. This may potentially compromise children's safety. Staff check the identity of all visitors, ensuring they are supervised at all times until they leave the premises. The children learn about personal safety through activities. During outings, the children learn about how to cross the road safely. Children are also involved in regular fire evacuation practise with the staff.

Premises are welcoming for parents and their children. There are folders in the entrance hall which provide information about plans, themes and children's work. There is a range of child-led art work and photographs on display for both the children and their parents to enjoy. Children of all ages use a range of equipment and toys suitable to their age and stage of development. The layout of the space is favourable to children's learning. For example, resources are low-level on open shelving to encourage children to access them freely thereby promoting their confidence and independence.

Helping children achieve well and enjoy what they do

The provision is outstanding.

To support the development of younger children, the staff caring for the younger children have attended training in the 'Birth to three matters' framework. They are qualified and experienced in the care of very young children. Key workers observe the children and use the development cards to ensure young children are progressing in all areas of their development. Young children share and turn-take with their peers and are keen to help each other at tidy up time. They are exceptionally well behaved and they high have regard for each other. Young children and babies are involved in an excellent range of free play and planned activities. For example, they enjoy stories and imaginary play, help themselves to the resources that are made freely accessible and they enjoy being in the outdoors on a daily basis. They also enjoy finding out about the world around them as they explore their environment. The younger children are supported very well by staff who are warm and caring and spend much of their time directly with their key children.

Nursery Education

The quality of teaching and learning is outstanding. Children access an excellent and broad range of resources which are stored at low-level on open shelving, thereby encouraging the children to make their own choices about what they want to do during their child-initiated play times. Children are reminded to look around the room and find the resources they may wish to play with. This informs the children about the range available to them. Children enjoy being responsible. They are keen to be involved at tidy up time, working with their peers to put the resources back where they belong. Children have excellent opportunities to find out about the world around them as they explore a range of festivals around the calendar year including Chinese New Year, Diwali, St David's day and various other festivals. They explore imaginary play as they use the 'Small world' people, construction and dolls in the home corner.

Children access books in a well-organised, inviting and comfortable book area where they can relax with their peers. They sit and concentrate exceptionally well during circle time and confidently join in with the conversations and the stories told by the staff. Children become excited as they enjoy listening to story tapes, and they can predict the story endings. They listen and take it in turns to talk, supported by the staff who provide a warm and accepting environment, allowing children to talk at their own pace. Older children write their names on their work, paint and draw at the tables and scribble in diaries as they enjoy imaginary play in the role play areas. Children explore shape, space and measure as they enjoy playing with water, sand, dough and cooking activities. They confidently count their peers adding the number of girls to the number of boys, as they sit in their small groups.

Children have extensive opportunities to find out about the world around them. They explore and investigate their surroundings. Children enjoy an excellent range of outings to places of interest. They enjoy regular visits to the nearby town, visiting the supermarket and the pet shop. Children's learning and development is greatly enhanced by being involved in an exciting and interesting range of learning opportunities, supported by the staff. Children enjoy making three dimensional creations with junk and glue and they freely explore paints, dough and crayons, which are accessible throughout the session. Children look at and identify the uses of every day technology through planned and spontaneous activities, for example, they have access to the computer which is switched on for them during each session. Children also enjoy access to other resources that encourages them to have an understanding of information communication technology such as the robots, calculators and torches. They have a very good

sense of space as they move around their indoor areas whilst having regard for their peers. Children climb and balance on the small and large equipment set out in the outdoor play areas. This helps to develop their small and large muscles. Children also enjoy using a broad range of tools such as knives, cutters, pencils and scissors.

Staff are effective role models for children. They praise the children's efforts at every opportunity. The staff encourage children to take turns at listening and talking. Staff talk quietly with each other and the children to ensure a relaxing and accepting atmosphere for children where they can hear and be heard. The staff spend much of their time directly with the children, joining in with their play and asking them open-ended questions to extend and consolidate their learning. The staff team have an excellent understanding of the Foundation Stage of learning. They are motivated, experienced and qualified. The staff know that children learn through play and they provide sufficient time, resources and equipment to extend children's learning and promote progression. Staff work well as a team and are effective at providing a comprehensive curriculum to ensure children's learning and development is consolidated and extended at every opportunity. They meet regularly to discuss issues about the curriculum and the children attending. Planning and assessment is very effective. The planning is informed by what children can already do and the areas the children need to develop further. There are very good strategies in place to support children with learning difficulties and/or disabilities or those who speak English as an additional language. The staff have current and previous experience of caring for children who need further support in these areas and they would seek the support of parents and other professionals to ensure consistency and the inclusion of all children on roll.

Helping children make a positive contribution

The provision is outstanding.

There are excellent relationships between the parents and the staff. Parents and staff exchange daily information about the child, which ensures consistency and continuity of care. Parents stay and settle their child in at the start of the session, and they know they can pop into the nursery unannounced at any time. They have access to relevant information which is displayed around the nursery and in the entrance hall and includes required policies and the complaints procedures. The operational plan is available to all parents on request. This is stated in the parents prospectus.

Partnership with parents and carers is outstanding. The key workers keep parents informed about their child's developmental progression and care through discussion, parents appointment meetings during open evenings and through free access at all times to their child's file. The staff ensure parents are provided with information that will support their child's learning at home. All parents receive the group's prospectus which outlines their aims and objectives. Parents also receive a regular newsletter to keep them up to date with issues and relevant information including current themes and festivals. Parents provided Ofsted with a range of very positive comments about the service they receive and the high standards of care and learning their child receives.

Children are exceptionally well behaved and respond positively to strategies used by the staff. For example, they are praised for their efforts to behave well, including helping to tidy up and caring for their peers. This promotes their self-esteem. Children have a high regard for the staff and also their peers and are able to share and turn-take with the resources very well. They explore a broad range of festivals through creative activities. For example, they make cards and paint and draw pictures as they learn about Christmas, Easter, Chinese New Year and Diwali.

There are very good strategies in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. Staff work closely with parents and other professionals to ensure consistency and the inclusion of all children on roll. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

The children are cared for by staff who are well qualified and very experienced. They are warm and caring at all times with the children. Procedures for the recruitment and vetting of staff are sound thereby ensuring children's welfare is well maintained. Documentation is exceptionally comprehensive, accessible and updated on an ongoing basis. Records are comprehensive, kept up to date and signed by both parties, including accident, incident and medication records. The register shows clear records of attendance of children and the staff and all visitors are required to sign the visitors book after their identity has been thoroughly checked. This maintains children's welfare and safety at all times. Policies of the setting are regularly updated and made accessible to all the parents. All staff contribute to the policies and procedures of the setting.

Leadership and management is outstanding. The management and staff team are clear about the overview of the provision for nursery education and are aware of their strengths and possible weaknesses. Staff attend regular training in early years care and development, supported by the management. This has a very positive impact on the children's care and education. The provision for education is commendable and monitored very well by the staff and management. Staff talk to parents at the time of entry and make records about what the child can already do. They observe children at play and forward plan for children's individual needs to ensure progression throughout their pre-school years. All staff and the management have a very good understanding of the concept of equality of opportunity and they work exceptionally well together to ensure the inclusion of all children on roll. Overall, children's needs are met.

Improvements since the last inspection

At the time of the last inspection, the nursery was asked to address a number of recommendations. They were asked to develop an effective key worker system across all areas of the nursery and to develop the free play programme to enable children attending part-time to experience a wide variety of activities. They addressed this by improving the key worker systems, ensuring each child's key worker undertakes nappy changing for their key child and provides their key children's parents with individual feedback about the child's care and development at pick up times. This has improved relationships between the parents and the staff. Also, free play time is now identified within the planning and includes opportunities for all children to experience a broad range of activities freely regardless of the days and times they are in attendance. Children's care and learning needs are now greatly improved.

The nursery was also asked to ensure that children who require a sleep are made comfortable. This has been addressed. The nursery purchased new sleep mats for all children. Children now sleep on a clean sheet with their individual blanket on the comfortable sleep mat. Children's physical needs are now well-met.

The nursery was asked to obtain written parental permission before administering medication and to maintain confidentiality of medication records. This has been met. The nursery updated their terms and conditions and now ensure records kept on medication is recorded on individual

sheets and signed by all parties, thereby ensuring confidentiality. Children's welfare is now well-maintained.

The nursery was also asked to give consideration to the following. They were asked to continue to encourage children to listen to each other and take turns in conversation in large group situations and develop opportunities for children to take part in role-play. This was addressed. Staff undertook training on how to encourage children's listening and conversations during circle time. Staff also greatly improved the role play activities provided for the children which now provides dressing up, small world play, imaginary play and opportunities for the children to extend their mathematical thinking and emergent writing. Children's learning requirements are now identified and met.

Finally the nursery was asked to further develop children's assessment to help plan the next steps in their learning. This was addressed. The nursery have implemented 'memory makers', which is a way of recording daily observations. These include a range of types of evidence which is also shared with the parents on an ongoing basis. Children's care and learning is now well met.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to met 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 outstanding.

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):

- promote the good health of children, ensuring staff take positive steps to prevent the spread of infection at all times
- take positive steps to promote the safety of children within the setting, ensuring the procedures for the emergency evacuation of the building are clearly displayed.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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