

# Hickory Dickory Dock Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	205430
<b>Inspection date</b>	27 June 2007
<b>Inspector</b>	Rebecca Hadley
<b>Setting Address</b>	8 Warbler Place, Spennells, Kidderminster, Worcestershire, DY10 4DZ
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<b>Registered person</b>	Sara Cookson
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Hickory Dickory Dock Day Nursery opened in 1991 and is privately owned and managed. It operates from modern, purpose built accommodation in the Spennells area of Kidderminster. It is situated at the rear of a small shopping area and Spennells First School. There is car parking nearby. There are separate areas for children under two and those over two years. There is a fully enclosed garden with paved, grassed and safety surfaced areas. In addition, there is a children's playground, some woodland and a lake within walking distance. The premises are accessible to wheelchair users. The nursery serves both the local and wider community.

The setting is registered to care for 33 children under five years. There are currently 81 children from three months to five years on roll. This includes 31 children who are in receipt of funding for nursery education. The nursery opens five days a week from Monday to Friday between 07:30 and 18:00 all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions to meet the needs of working parents. The setting supports children who have disabilities and those who speak English as an additional language.

A total of 16 staff work with the children. Of these, over half hold an early years qualification to NVQ level 2 or 3 and two are working towards a recognised qualification. The nursery receives support from the local authority. It belongs to the National Day Nurseries Association (NDNA), the Wyre Forest Play Forum, and a local nursery education support group. It is undertaking the Growing Together quality assurance scheme and maintains close links with Spennells First School.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted. The setting takes steps to ensure that children are protected from the risk of infection and positive steps are taken to prevent the spread of infection when children become ill. For example, information is provided to parents about the advised minimum exclusion periods which are strictly adhered to, and forms are sent home with children when they have been sick or have a temperature, reminding parents of the 48 hour exclusion time. In-depth information relating to children's health is obtained at registration. Stringent accident and medication recording ensure that children's individual care needs are very well met. Children are developing a good understanding of health and hygiene practices. They use hand washing resources at appropriate times throughout the day and older children demonstrate the procedures to follow, to their younger peers.

Children are well nourished and their individual dietary requirements appropriately met. Hot meals provided to children are nutritious and offer variety and choice which includes roast dinners, fish, pasta and a variety of fruit and vegetables. Children enjoy healthy snacks such as fruit, bread sticks and raisins. Children are well hydrated because they are provided with drinks of milk or water at set times throughout the day and fresh drinking water is readily accessible at all times. Meal times are sociable when all the children in the setting, including the babies, join together for a family orientated occasion.

Children develop confidence as they practise and extend their skills during indoor and outdoor physical play. Indoors, babies and younger children are provided with space to roll, move, pull themselves up and practise their crawling. Staff provide good support and encouragement to children. Items are placed just out of reach to encourage children to roll or crawl to them. Staff hold children's hands to support them when walking, offer lots of praise and encouragement and clap when children achieve the objective. All children enjoy outside play on a daily basis. They are able to use equipment such as climbing frames, a slide, bikes, scooters and balancing equipment, all of which helps them to develop control of their bodies.

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

The provision is good.

Children are well cared for in premises that are maintained in good condition. Children and parents are welcomed by staff as they arrive and children's photographs are displayed. Rooms are brightly decorated and displays of children's work are at child height. Children are kept safe because the premises are secure and there are good procedures in place for the arrival and collection of children.

Children are well protected and their welfare promoted through an in-depth risk assessment which covers all areas used by the children, equipment and other risks such as substances and

allergies. Children use a suitable range of toys and resources which they are able to easily and safely select for themselves. They have space to play freely, to be active, quiet and rest or sleep according to their individual needs. Children are developing an understanding of how to keep themselves safe as staff explain to them why they must be careful in certain situations. For example, when playing on the climbing frame. Children regularly practise evacuation procedures to ensure that they can safely and quickly leave the premises in an emergency.

Children are protected from harm because staff have an in-depth understanding of their role in child protection. There are clear and thorough child protection policies and procedures in place. All staff are aware of the procedures they should follow in the event of a concern about a child in their care. Therefore, children's welfare is promoted and safeguarded.

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

The provision is satisfactory.

Children are settled, happy and comfortable in their environment. Positive interactions can be seen between children and adults, and children actively seek out staff to join in their games or for a hug. Staff have a good knowledge of the children's starting points because they are discussed with parents before the child starts. Introduction sheets include; what children can do, what they need help with, any concerns parents have about their child starting nursery, children's favourite stories and songs and their favourite toys at home. Every child has their own special book which shows photographs of what they have done and examples of their work. Older children in the main playroom access an acceptable range of activities such as role play, books, sand, construction and puzzles. However, activities in this room are not always exciting, do not always hold children's interest and are not always extended to promote children's development and learning.

Babies and younger children benefit from staff's implementation of the 'Birth to three matters' framework and the good knowledge of child development held by the staff. Children are beginning to develop independence and are interested and involved as they choose from a wide range of activities such as treasure baskets and musical instruments. Children have first-hand experiences to develop curiosity as learners because staff encourage them to take part in new activities such as food tasting. Babies express delight and wonder, laughing as they play with the play dough, squeezing it and exploring its texture.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have an adequate knowledge of the Curriculum guidance for the foundation stage but are not implementing this knowledge in the organisation or extension of activities to ensure that children move forward at a pace suitable to their individual needs. Planning is in place to cover all areas of learning. However, the organisation of time and space does not ensure that children are gaining the most from activities. Staff do not plan on a daily basis except for the focus activities. At times they appear unsure about what they are doing and what activities to provide for children throughout the day. For example, they consult with each other about what activities to put out and whether to go outside. Therefore at times the group does not run smoothly. Assessment and observation of the children's learning is being developed. All staff are involved in observing children and passing the information on to the child's key worker.

Some children are interested, excited, and motivated to learn and to try new activities. For example, when playing with the slippery silk. Most children sit quietly and listen during circle

times. However, due to the organisation and length of group times children sometimes become bored and do not fully participate. Children form good relationships with other children and adults. They work as part of a group and are beginning to take turns and share. For example, when playing with the scooter and building with foam bricks. They are developing an awareness of their own needs and are becoming sensitive to the needs of others. For example, older children helped younger ones to wash their hands and wipe their noses. Older children are beginning to develop personal independence skills, such as sweeping sand when they have spilt it and eating from their lunch boxes, to prepare them for school. However, not all children have opportunities to pour drinks at snack and lunch times.

Children are beginning to use speech to organise and explore real and imagined experiences. For example, they talked about splashing in the puddles and about their favourite super heroes. They share news times with each other, however, at times this was disrupted due to the organisation of the activity and not all children had time to share their news. Most children listen to stories and some join in their favourite ones excitedly, for example, 'The Three Billy Goats Gruff'. However, due to the organisation of activities some children had to listen to stories for long periods of time and as a result they became bored and disinterested. Children have access to some mark making activities such as chalking. However, these are limited and they do not access mark making materials such as pencils on a daily basis. Children are beginning to recognise their names on place mats at lunch times, however, this is not extended into other areas of their learning.

Children do not regularly count in everyday situations, and activities to develop children's mathematical concepts are not extended. They do not compare numbers or begin to develop simple subtraction and addition skills. Some children use mathematical language such as big and little, for example, when talking about the size of the rabbits on the farm.

Children are beginning to investigate objects and materials. There are X-rays hanging from the ceiling for children to observe. They explore slippery silk and shine torches under a tent. However, activities are not always extended to develop children's interest and knowledge. Some children are beginning to use Information Communication Technology (ICT) and programmable toys to support their learning. For example, when using a camera and a voice activated bee. They observe and identify features in the natural world, such as bugs and animals that live on the farm. However, activities are often adult-led and do not encourage children to further their learning. Children build and construct with a variety of resources such as junk modelling and they have made a Viking ship out of large boxes. However, children are not always given space to explore and extend these activities for example, when playing with the foam bricks on a table. Children begin to know about their own cultures and beliefs and those of other people. They celebrate festivals such as Chinese Boat Festival, American Independence Day and Tanabata (Japanese Star Festival).

Children move confidently, imaginatively and safely, with control and co-ordination. They travel around, under, over and through objects and can use balancing and climbing equipment. They can pedal cars and bikes, propel scooters and jump on a trampoline. They show an awareness of space, both for themselves and others, and can move with control and co-ordination when taking part in an exercise session, touching their toes and reaching for the sky.

Children are beginning to develop their creativity through activities such as using shaving foam and making masks. They are beginning to recognise and name colours. One child told everyone that she had pink wellies. However, children do not name colours in everyday situations, for example, when laying the table with different coloured plates. Children recognise and sing

simple songs from memory, joining in with the actions and miming. For example, when singing about Goldilocks and the three bears and singing and miming a swimming song. They are beginning to use their imagination in play. For example, they join in with obvious excitement when going on a bear hunt and one child dressed as Batman said "I'm saving the world but I haven't got a camera". Children respond in a variety of ways to what they see, hear, smell, taste, touch and feel. They describe slippery silk as 'sticky wicky' and talk about smelling their dinner and guess what it is.

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

The provision is good.

Children are treated with equal concern and are valued and respected as individuals. They access resources and activities such as books, dolls, dressing-up clothes and a variety of festivals which reflect diversity and teach them about the wider world. Children's individual needs are identified and met well. Children with disabilities are well supported and staff liaise with parents and outside agencies to ensure that children's individual needs are well met. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good in proportion to their level of understanding and maturity. They are beginning to understand clear and consistent guidelines and expectations of behaviour. Staff are good role models and promote children's confidence and self-esteem through positive praise and encouragement.

Good relationships with parents ensures continuity between home and nursery. This ensures that children settle well and achieve their full potential. Parents are welcomed into the setting and their skills and expertise are valued and sought. Parents are provided with information about the setting through an in-depth prospectus, notice boards and newsletters. Information is shared through daily diaries for younger children and meetings with key workers. Parents' views are sought through evaluation forms and all comments are acted upon. Comments are positive and parents say they are pleased with the care their child receives, the activities offered and the friendly staff.

The partnership with parents and carers is good. They receive information about their children's progress both through daily conversations with staff and regular meetings. Parents are informed about the Foundation Stage through in-depth information sheets and the newsletter. They are encouraged to be involved in their child's learning by activities such as looking at different letters when they are out with their child. An information folder for parents covers a variety of topics including allergies, grants and language difficulties.

### **Organisation**

The organisation is good.

The manager demonstrates a good knowledge and understanding of the need to inform Ofsted of any significant changes. The nursery offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by good organisation and in-depth policies and procedures. Staff are well qualified and regularly attend training to ensure that they update their knowledge and experience. Stringent induction procedures ensure that staff are aware of the nurseries policies and information such as emergency exits and where first aid boxes are kept, as soon as they start at the setting.

Detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is an operational plan in place which includes a wide range of policies and procedures to ensure the smooth running of the setting. The setting has extremely effective action plans to evaluate and improve the service offered. Both the management and staff use self evaluation forms to enable them to look at ways to move the setting forward.

The leadership and management of the setting is satisfactory. Staff are well managed and there are systems in place to provide direction, support and leadership. For example, regular staff meetings take place, and staff appraisals and induction are effective.

The leadership and management of nursery education adequately monitors the provision. However, there is not a clear system in place to monitor the effectiveness of the curriculum to ensure that children make sufficient progress towards the early learning goals. Most children are developing positive attitudes and dispositions towards their learning. However, their learning and enjoyment is often hindered by the organisation of the day, the lack of challenging and stimulating activities and staff's knowledge of how to extend activities to move children forward and develop their learning potential. 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 setting was asked to improve the deployment of staff and provide opportunities for children to relax or play quietly. Staff are now appropriately deployed to cover all times during the day. This ensures that supervision of children at all times is good. Children have opportunities to play quietly in the book area and a section has been set aside after lunch for children to sleep if they wish to do so.

At the last nursery education inspection the setting was asked to improve the use of assessment to inform planning, review story times to ensure they provide challenge for children and improve children's access to simple programmable toys and information technology equipment. Assessments are in place and are currently being developed to ensure that staff use them to move children forward. Some improvement has been made to develop story times and at times children enjoy and participate in stories. However, there are still occasions when not all children are fully involved and further improvement is required to ensure that this area is fully addressed. Children have access to programmable toys and information technology equipment to provide them with challenge in this area.

### **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 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):

- provide older children with a range of exciting and stimulating activities and develop staff's knowledge of how to extend these activities to enable children to fully develop their learning potential. (Also applies to Nursery Education).

#### 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 children with a range of activities which cover all areas of the Foundation Stage curriculum
- continue to develop observations and assessments of children and use these to inform planning to enable to children to move forward at a pace suitable to their individual needs
- consider the organisation of the setting to enable children to independently make choices and fully participate in the activities provided
- continue to develop strategies to monitor and evaluate the effectiveness of the Nursery Education provided to children.

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)