

Hollytree Private Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 311248 |
| Inspection date | 22 May 2007 |
| Inspector | Helen Blackburn |
| Setting Address | 49-53 George Street, Ravensthorpe, Dewsbury, West Yorkshire, WF13 3LL |
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| Registered person | Donna and John Blakeway |
| Type of inspection | Integrated |
| Type of care | Full day 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?

Hollytree Private Day Nursery is managed by individual owners. The nursery registered in 1989 and operates from a converted coach house in the Ravensthorpe area of Dewsbury. A maximum of 64 children may attend the group at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. There are secure, enclosed play areas for outdoor play.

There are currently 117 children on roll, of these, 49 children receive funding for early education. Children attend either full days, sessions or for out of school care. Children attend from a wide catchment area. The nursery currently supports a number of children with learning difficulties, disabilities or for children who speak English as an additional language.

The nursery employs 16 members of staff. Of these, 14 hold appropriate early years qualifications and two are working towards a qualification. The nursery is a member of the National Day Nursery Association, Pre-school Learning Alliance and Federation of Small Businesses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a clean environment. The staff maintain this through the good procedures in place to minimise the risk of infection. They carry out regular cleaning routines and promote effective hygiene practices, such as implementing good nappy changing procedures. Through practical routines, the children understand the importance of maintaining good personal hygiene. They know to wash their hands at appropriate times throughout the day. The recent introduction of brushing their teeth after meals, promotes oral hygiene. The children talk about how germs can make them ill. For example, children understand touching the mouthpiece of other children's water bottles could spread germs.

When children are ill, the staff consider the health needs of everyone to minimise cross-infection and cross-contamination. The group policy clearly outlines that ill children should remain at home to protect the health of others. There are effective procedures in place regarding the administration of medicines to children. For example, staff record detailed information regarding the medication and ensure senior staff take responsibility for administering this.

The children have good opportunities to be active and exercise, which supports them in leading a healthy lifestyle. They regularly access fresh air, through playing outdoors, walks and outings. The children enjoy playing outdoors and they access a good range of equipment that promotes and supports their physical development. For example, babies enjoy the freedom of rolling and crawling around their environment and young children climb slides, ride bikes and laugh with pleasure as they play on the seesaw. The curriculum programme for the older children includes good opportunities for children to develop their balance and coordination skills. For example, children manoeuvre their bikes around obstacles and move their bodies in different ways, such as hopping, jumping, stopping and starting. Children's fine motor skills are good as they engage in activities, such as painting, mark making and building with construction items. In addition, children in the out of school club enjoy visits to the park to play on the larger, more challenging climbing equipment.

The group understand the importance of promoting healthy eating to support children's healthy growth and development. Menus incorporate a wide range of nutritious meals and snacks. The children enjoy meals that include fresh fruit, vegetarian hotpots, fish, chicken, pasta and couscous dishes. A separate menu for the out of school club children provides children with a choice of a hot or cold option for their meal. Through activities, the children learn about why certain foods help them grow and keep healthy. For example, through discussions, preparing their own foods and posters children talk about making healthy choices. Overall, children's mealtimes are a relaxing and social experience. Although, staff recognise snack time for the older children is lengthy and disorganised. This results in interrupting children's play for too long. During meals, children sit in small groups and have good opportunities to interact with their peers. The babies and younger children develop their self-help skills as they learn to feed themselves. The older children become independent as they make choices and serve their own food.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment for children is safe and there are a number of good safety precautions in place to contribute to this. For example, the premises are secure through the intercom entrance systems and closed-circuit television. Staff are vigilant in monitoring and identifying hazards to ensure children play safely and are fully aware of the safety issues awaiting imminent action. For example, the repairing of the kitchen safety gate and lock on the office door. The children are developing a good understanding of how to keep themselves safe. This is because of the good role model staff provide and the effective procedures in place. Children using the nursery vehicles use appropriate car seats to ensure they travel safely, for example, when on outings or going to school. The staff explain to children what will happen if toys are left on the floor; this supports children in learning about dangers and hazards, such as tripping and falling.

The children access a broad range of resources that are safe and maintained in good condition. Staff arrange these on low shelving units or in boxes; this enables children to access them independently and in a safe way. Overall, space within the nursery is organised and utilised well to promote the welfare of children. The children are cared for in rooms appropriate to their ages and staff provide facilities to effectively meet children's needs, such as areas for sleep and rest.

The staff have a sound knowledge of child protection issues to enable them to protect children from harm. They are aware of their responsibilities and follow appropriate procedures if they are concerned about a child. For example, they know how to report and monitor concerns. The group have access to up to date child protection procedures relating to the Local Safeguarding Children Board. However, staff are still to familiarise themselves with the new documents and the group policy contains some out of date detail regarding safeguarding children. There are good procedures in place to ensure staff are suitable to care for children, for example, detailed recruitment and vetting procedures. In addition, the staff are vigilant in monitoring access to the setting and supervise any visitors to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The staff are friendly and this contributes to providing a welcoming and relaxing atmosphere for children. This results in children being happy and settled. There is a wide range of children's work displayed to contribute to the welcoming feel created and to provide a sense of belonging for children.

The children have good relationships with each other and staff. The staff involve themselves in children's play and this enables them to build up secure and trusting relationships with them. The children respond well to this. They approach adults for reassurance and comfort, and eagerly invite staff to join in their play. For example, babies laugh when staff interact with them, younger children approach staff for stories and older children enthusiastically explore the garden with staff looking for mini beasts. The staff know the children well and because of this, they are able to effectively meet their needs. For example, they recognise when younger children are tired or hungry. The children play well together, for example, a group of older children play cooperatively as they pretend to make a cake for their friend's birthday party.

The staff have a good understanding of child development and they use their knowledge to plan a stimulating range of activities for children. This contributes to promoting children's

development and learning. The children enjoy their time at the group and are interested and involved in their play. For example, babies eagerly explore their environment with curiosity and younger children make their own choices as they play with pasta, ride bikes and read books. The older children move freely between rooms and become engaged in making sandwiches, imaginative play and creative activities.

To assist staff in planning the younger children's learning, they use the 'Birth to three matters' framework. They work closely with the local authority and access training to evaluate if they are using the framework effectively to promote positive outcomes for children. For example, they are currently exploring ways to incorporate the children's own interests and next steps into activity plans. Staff use observations, children's work and photographs to monitor and record children's progress linked to the framework. The children attending the out of school provision play an active role in planning their play. For example, they independently select resources and suggest ideas for play and outings.

Nursery Education

The quality of teaching and learning is good. The staff have a good understanding of the 'Curriculum guidance for the foundation stage' and as a result, they plan an effective curriculum to support children's development. For example, they plan children's play across all areas of learning. There is a wide range of continuous play provision available for children to access independently. In addition, staff plan activities with specific learning intentions in mind, which link to the stepping stones.

Through the staff being involved in children's play and having good relationships with them, staff are able to support and challenge children's learning. For example, staff ask the children a good range of open-ended questions that include 'what', 'how' and 'why'. This type of questioning encourages children to use their initiative and develop their own ideas. Staff observe children's play and use their findings to record children's progress linked to the stepping stones. The staff know the children really well, especially their key worker group. This knowledge enables them to identify children's next steps in learning. However, how they link this information to children's progress records and plans is lacking, to enable all involved in the child's care to support their development.

The children make good progress towards the stepping stones, due to the good range of play experiences on offer and staff's knowledge of the children. The children are happy, interested and motivated learners. For example, a group of children enthusiastically make their own sandwiches and others eagerly play in the pasta. The strong relationship between the staff and children contributes to promoting children's personal, social and emotional development.

Children's mathematical, communication, language and literacy skills are developing well. The children speak with confidence and engage easily in conversation with their peers and adults. The children are developing good early writing skills as they engage in activities, such as drawing and painting. The children enjoy looking at books and listening to stories; this promotes their early reading skills and develops children's concentration levels. Through labelling, children begin to recognise familiar words, for example, their name on the water bottles. A good range of practical and fun activities contributes to supporting children's mathematical development. The children use mathematical language during play, for example, children describe their heavy cake. The children's counting skills are developing as they eagerly join in number rhymes and play games that involve number. This includes children enthusiastically counting in French.

The children ask questions and explore their environment with enthusiasm; this results in children being curious and inquisitive learners. They talk about their experiences when hunting for mini beasts in the garden or making biscuits. They learn about living things, through planting and growing activities and become engrossed in the activities of the nursery tadpoles. These activities support children's development in knowledge and understanding of the world. Children make good progress in their creative development. They use their imagination well to express themselves and to share their ideas and thoughts. For example, children dress up and engage in role play activities, such as playing at being pets. The children explore a wide range of media, texture, musical instruments and art activities to develop their creativity. For example, children paint, explore the properties of dough and build models using three-dimensional shapes.

Helping children make a positive contribution

The provision is good.

The staff have a positive approach to managing children's behaviour, for example, they praise children's achievements. This contributes to promoting children's positive self-esteem and self-worth and results in children behaving well. Through clear explanations and consistent boundaries the staff deal with minor disagreements well. These effective behaviour management strategies result in children knowing what staff expect of them and develops their understanding of right from wrong. The children play well together; they know about sharing and taking turns. For example, the children wait for their turns on the bikes. In addition, the group has a written policy that supports the practices in place.

The children have a sense of belonging within the group. For example, their work is valued and displayed around the setting. In addition, through developing activity plans, the staff are beginning to reflect children's interests and ideas when planning activities. The children freely choose what they want to play with, they move around the environment and select resources independently. The children are developing a good awareness of their local community and the world in which they live. This promotes children's positive self-image and contributes to respecting others, for example, the children are polite and use their manners appropriately. There is a good range of resources that provide positive images of others so that children learn and understand about diversity. This includes respecting others, for example, at lunchtime, staff provide time for children to pray in line with their own beliefs. There is good support for children with learning difficulties, disabilities or for children who speak English as an additional language. This includes liaison with other agencies and parents to ensure children's needs are met effectively. Comments from external agencies are positive, especially about how well staff cooperate with them, prepare and plan for children's needs and contribute to meetings to promote the welfare of children.

The partnership with parents and carers is good. There are strong relationships between the staff and parents and they work successfully together to meet children's needs. They regularly share and exchange information about the child's day and routines. This includes discussion and daily diaries for younger children. A notice board, policies, procedures, newsletters and welcome packs outline to parents the service provided for children. However, some procedures contain out of date information, such as the complaints procedure. Questionnaires enable parents to share their ideas about the service. In addition, good information is available through leaflets and discussions regarding the process for accessing funded education.

Through parents accessing the activity plans and receiving newsletters on themes and topics, they know about the education programme in place and ways to support children's learning at home. Parents are encouraged to contribute to their child's learning and progress, for example,

through parents' meetings and access to their child's development record. However, staff obtain less information from parents about children's development linked to the different areas of learning to enable them to build on what children already know. Comments from parents are positive, especially about the range of activities available and friendliness of staff. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The staff work well together. They are organised and make appropriate use of their time to meet children's needs. For example, they organise the rooms to support children's development and promote independence. They deploy themselves appropriately to ensure they supervise children and to ensure they maintain adult to child ratios. Senior members of staff within each room work well to establish routines to promote children's welfare and contribute to the smooth organisation of the room. However, systems for deputising and overseeing the management of the whole nursery in the absence of the manager are lacking, which results in some inconsistencies. For example, ways in which staff record their attendance and updating of some policies. Overall, space within the nursery is utilised well, although access to creative materials and utilisation of some areas in the pre-school and out of school club are not used to their full potential to promote children's learning and choice.

All documents are in place to meet regulation requirements. This contributes to the safe management of the setting and promotes children's welfare. The policies and procedures provide sufficient detail to outline the service provided for children. However, some documents contain some out of date detail, for example, the child protection policy and complaints procedures. Information recorded on the children is concise and up to date to ensure staff care for them successfully and in line with their own needs. This promotes continuity of care for children.

The leadership and management of the group is satisfactory. Management and staff are open to ideas and suggestions to enhance the service they provide for children. They demonstrate a good commitment to develop, for example, they work closely with the local authority and are working towards a quality assurance award. Staff attend training courses, which includes team-building conferences organised through the management to support their personal development.

Training, questionnaires, use of activity plans, meetings and the skills and experience of staff contribute to evaluating and monitoring the education programme. For example, staff recognise routines at snack time are too long and affect children's play. These systems contribute to staff monitoring the strengths and weaknesses of the setting, although they are not fully effective resulting in some weaknesses in the education programme. For example, the use of space and staff's planning and preparation of some activities, such as the baking activity to ensure all children are involved and their interest maintained.

Appraisal systems contribute to staff's development and enable them to build on their skills, knowledge and experiences. This then influences their practice and promotes positive outcomes for children. Induction programmes ensure staff know what is expected of them in caring for children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider agreed to improve some documentation in regard to medications and recording of children's progress. Good information is recorded regarding any medicines administered to children and through obtaining consent for emergency medical treatment, staff promote children's health effectively. The dating of children's observations contributes to recording and monitoring children's progress. Staff use these records and their knowledge of the children to identify their next steps in learning. This enables staff to support children's development.

In regard to the education programme, the provider agreed to develop opportunities for children linked to a number of areas of learning, improve systems to record children's progress and devise ways to monitor the education programme. To ensure children have good opportunities across all areas of learning, staff plan activities linked to these. For example, more activities are available to encourage children to link sounds to letters, compare groups of objects, and solve simple mathematical problems, such as joining in number rhymes, number games and labelling. There are good opportunities for children to express their creativity; they explore music, stories and dance. Through extending resources, children learn about how and why things work or happen. For example, they access a good range of programmable toys, such as toasters, cameras and mobiles telephones so that they learn about simple technology. Children's progress and observation records have developed. They show progress towards the early learning goals and begin to incorporate children's next steps. This enables staff to support children's ongoing learning and development. Many systems have been introduced to assess the strengths and weaknesses of the setting. For example, staff meetings, training programmes and liaison with the local authority. Although there are still some gaps in these systems, the nursery have successfully contributed to improving the education programme for children.

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):

- devise a consistent system for recording staff's attendance and ensure the child protection policy and complaints procedure contain up to date information
- devise clear procedures to ensure the deputy is able to take charge in the absence of the manager.

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):

- consider how space is utilised to promote children's learning and improve children's access to the creative self-selection area
- develop children's progress records to clearly identify their next steps in learning and how they build on what children already know (also applies to care).

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