

# Hey Days Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY291418
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	Holmfirth High School, Heys Road, Thongsbridge, Holmfirth, West Yorkshire, HD9 7SE
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<b>Registered person</b>	ACM Projects Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

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

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

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

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Hey Days Nursery registered in 2004. It is a private organisation that operates within the grounds of Holmfirth High School, in Holmfirth. The nursery is close to local amenities and transport routes. The nursery serves the local community and neighbouring villages.

Children access the two main rooms and bathroom facilities. There is direct access to the outdoor play area from each playroom. The provision is open from 07.30 to 18.00, Monday to Friday, throughout the year. It also operates on a Saturday morning. The nursery is currently caring for 59 children, of which, 17 children are in receipt of nursery education funding. There are 11 staff, including part time staff and a cook. All staff working with the children hold relevant childcare qualifications.

The setting receives support from the local authority. They are members of the National Day Nursery Association and are participating in the quality assurance scheme Quality Counts.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children enthusiastically enjoy outdoor play activities throughout their time at the nursery. This contributes to their general good health. They engage in a wide range of challenging physical activities, that promote good hand and eye co-ordination as they throw and catch balls. Children successfully negotiate obstacles, as they move with control, for example, as they run, jump and balance on beams. They skilfully manoeuvre wheeled toys around the playground. Staff follow closely the 'Birth to three matters' framework, and children under three years benefit from this. Babies explore their immediate environment, encouraged by staff that stay physically and emotionally close.

Children are well protected from illness and infection as they are cared for in clean and well-maintained premises. Children know the importance of personal hygiene as they readily follow good practice and daily routines. For example, they wash their hands frequently throughout the session, in particular after accessing the toilet, before eating and after outdoor play, without reminders. Children manage their personal needs effectively, for example, they obtain tissues to wipe their own noses. There are clear details for the exclusion of sick children to prevent cross infection. Staff hold current first aid certificates and arrangements for first aid and administering medication successfully meet requirements and protect children.

Children enjoy a good range of healthy snacks. They access drinks that are freely available all through the session. Snacks take into account children's dietary needs and parents' wishes, which contributes significantly to children's understanding of a healthy lifestyle. Children are confident and independently access snacks according to their own needs, which contributes significantly to their understanding of a healthy lifestyle. Children are well rested and alert and so enjoy their play.

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

The provision is good.

Children are cared for in a secure, welcoming environment. Staff have a secure understanding of their role in keeping children safe and daily checks of the premises are made. Children are protected from potential hazards as steps are taken to minimise identified risks. This enables children to move around freely and safely, indoors and outdoors. Effective safety and security precautions are in place, such as all gates having secure fastenings.

Children are familiar with keeping themselves safe when out, as they are introduced to road safety through topics and role-play activities. Children are aware of procedures to follow in the event of a fire. Fire drills are held regularly, recorded and assessed in order that any problems can be discussed and rectified to maintain children's safety.

Children independently select activities from a wide range of good quality toys and equipment stored in child height furniture. The staff carefully monitor all toys to ensure they are safe and appropriate for their age and stage of development.

Children are well protected as the staff have a secure understanding of their role and responsibilities with regards to child protection matters. Policies and procedures are in place and follow the Safeguarding Children Board's guidelines.

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

The provision is good.

Children arrive happy and eager to participate in their time at the nursery. Close and caring relationships between staff and children increase children's sense of trust and their self-esteem. Children show a strong sense of belonging. They actively make choices about their play, selecting resources and undertaking tasks from the broad, challenging and stimulating range available. They demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They confidently put on aprons to paint and help themselves to a broad range of quality resources.

Staff effectively use the 'Curriculum guidance for the Foundation Stage', to provide good quality care and education. They plan activities that interest and motivate children. Children enjoy many pleasurable experiences. For example, they take an imaginary car journey around the play area to see the crocodiles. They laugh with delight as they have fun with the musical toys. Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills. They receive high levels of support from staff that use observations and their knowledge of the children, to build on what they can do to extend activities at the child's own pace. This results in children being confident enthusiastic learners.

Nursery education.

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. They use their imagination very well as they take a journey in the jungle and talk about the things they see. They show good concentration skills as they work together with the wooden bricks to construct simple and complex models. They build and design, extending their imagination and their natural creativity using a wide variety of craft materials and resources.

Children are confident speakers and listen intently to each other when playing and in groups, when they reflect on what they have done at nursery. Children behave very well and are sensitive to the needs of others. They manage their own behaviour well, using language to resolve conflict which is encouraged and supported by skilled staff. Children have an understanding that print has a meaning. They write for a purpose as they make books as part of set activities, although there are missed opportunities to extend children's writing in everyday routines.

Children are motivated to learn through the planning of activities, which capture their imagination and interest. They are confident and assured to work and play independently or in groups.

Children benefit from individual support to help them to recognise shapes, colours and sizes. For example, in group activities they can recognise, match and name shapes, such as cylinder, pentagon and sphere. Children have good counting skills and are introduced to number operations in focused activities and everyday activities.

Priority is given to getting to know children and their families well. Staff gain a beneficial understanding of children's interests by talking to parents and observing children as they play. They regularly assess children's progress through the stepping-stones, providing a clear picture of their progress for parents. Staff use this information to plan appropriate challenge for

children. Staff interact well with children and involve them in some planning activities. They make good use of open-ended questions to develop children's thinking, stimulate curiosity and encourage them to use their imagination. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning. Overall children make good progress in all areas of learning.

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

The provision is good.

Children have a strong sense of belonging and feel at ease within the environment. They are warmly welcomed by staff who are sensitive to their needs and value their individuality. Staff work closely with parents to find out what is important to children, such as special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they have been doing at home. This contributes effectively to children developing self-esteem.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when playing with the display about the sense of touch. Staff plan opportunities where children confidently share information about themselves and listen with interest when others share their news. Children talk about their brothers, sisters and family celebrations at group time. Well-planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors to broaden their knowledge of the environment. This helps children appreciate each other's similarities and differences and gain an understanding of the lives of others.

Partnership with parents and carers is good. Priority is given to getting to know children and their families well. This ensures children are cared for in an environment that is sensitive to their individual needs and home routines are followed. Parents are confident in approaching staff and regularly share their views through a suggestions box. Parents are kept informed about what their children are doing and learning through newsletters, photographs and the notice board. Parents and staff share daily information about the children's day. This encourages parents to become involved in their children's learning in meaningful ways.

### **Organisation**

The organisation is good.

Children are cared for in an environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. The indoor and outdoor space is laid out to maximise play opportunities for children and encourage their independence and initiative. All permission forms and records are in place and maintained appropriately.

Children benefit from the cohesive staff team who are enthusiastic and clearly committed to self-evaluation and improvement of their practice. They share a clear understanding of good early years practice through a comprehensive induction process. Policies and procedures are used to promote the welfare, care and learning of children that contributes to their well-being. However, attendance registers do not reflect the hours that children attend. There is an appraisal system in place to identify staff training needs and ensure the policies and procedures are

consistently applied. They make good use of observations and assessments to monitor children's progress and identify gaps in the provision.

Leadership and management of the nursery is good. The cohesive staff team are enthusiastic and clearly committed to self-evaluation and improvement of their practice. Children benefit as staff regularly access further training. This commitment to improvement ensures the continuing development of the educational provision. 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 was asked to review documentation. The paperwork has been reviewed and there is now a clear and comprehensive system for the recording of medication given to children that is countersigned by parents.

The provider was also asked to review the daily routine and key worker system. The organisation of the day is now more free flowing, with children independently having access to all areas throughout the day. The key worker system has been revised to ensure that babies are consistently cared for by a familiar adult, particularly at critical times such as when feeding.

### **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):

- ensure the time of arrival and departure of children is recorded.

#### **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):

- extend the opportunities for children to attempt writing for a purpose within everyday activities.

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)