

Hummingbirds Educational Nursery

Inspection report for early years provision

Unique Reference Number	EY340518
Inspection date	18 April 2007
Inspector	Margaret Baines
Setting Address	Castle Lane Community Centre, Castle Lane, Garstang, Preston, PR3 1RB
Telephone number	01995 602012
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Registered person	Hummingbirds' Executive Committee for Lancaster Roman Catholic Diocese
Type of inspection	Integrated
Type of care	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.

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?

Hummingbirds Educational Nursery was registered in the new setting the Autumn of 2006. It previously operated in another building on the same site. The facility, which operates from the Community Centre has the use of two rooms for the children.

The nursery is open term time only. Opening hours are from 09.15 to 11.45 with an additional lunch time session for those who wish to stay until 13.00. The nursery is registered to provide full day care for no more than 30 children from 2 years to under 5 years. The nursery supports children with a learning disability and children with English as a second language. There is a qualified manager in post who holds an appropriate early years qualifications supported by a qualified staff team.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted very well as they benefit from being cared for in a clean and hygienic environment. They follow good hygiene practices, for example, they routinely cleanse their hands before snacks or lunch and following the use of the toilet. This is actively monitored and supervised by staff. The effective procedures used for nappy changing and for the general cleanliness of the nursery environment and resources, effectively reduce the risks of cross-infection, ensuring children's health. All children fully enjoy the social aspects of both snack and lunch times.

They gain much benefit from the healthy snack options offered, which incorporate crackers, fresh fruit, water and milk. Children enjoy a wide range of fresh fruit and raw vegetables at snack time and are presently growing carrots which they will enjoy later in the year. Staff talk to children about healthy eating consequently children develop a good knowledge about, which foods are good for them, helping them to develop a healthy lifestyle.

Children play outside on a daily basis, therefore, they receive plenty of fresh air and exercise, thus promoting their healthy physical development. Because there are good procedures in place for obtaining individual information about each child's individual health, staff are able to ensure children's health is maintained. Parental consents are in place should children have an accident, become ill or need medication, thereby, their well-being is assured effectively. Children's health is further maintained as staff hold relevant first aid certificates. Staff follow effective hygiene routines to ensure all resources and equipment meet health and safety standards required, however, they do not always wear protective clothing when preparing snacks. Children can be active or quiet according to their individual needs within the well planned daily nursery routine, thereby, ensuring that their health is promoted effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright, well maintained setting which staff make attractive and welcoming. They create a stimulating environment by making good use of the available space to display an abundance of children's work. Each session, children can access a wide variety of exciting learning and play resources. This helps to develop children's sense of belonging and an interest in learning. The environment is extremely well-organised, enabling children to move around safely and independently as they make choices. The range of toys and equipment is suited to the different ages and abilities of the children, so that their needs are always effectively met.

Staff take effective measures to ensure children's safety indoors by undertaking a daily safety check. The outdoor area is secure and in the main potential hazards are identified, however, there is not a cover over the drain in the outdoor play area, which may cause a hazard. Children generally learn to keep themselves safe through discussion with staff during daily activities, for example, they are encouraged to tidy up and to pick up toys at certain times of the day. There is in place an emergency evacuation procedure, which is practiced regularly, therefore, children are learning about keeping themselves safe.

Children are further protected as staff have a good knowledge of the signs and symptoms of child abuse. There are effective procedures in place should practitioners have any concerns. These are well documented within policies that are made readily available to parents and carers.

Helping children achieve well and enjoy what they do

The provision is good.

Relationships between staff and the children are extremely good, which contributes to the children's well-being. They are very settled, happy and content in the care of the supportive staff team. The effective key worker system enables children to receive daily care from familiar adults who know them well. Practitioners are well aware of, and meet, the children's needs well. They know how to respond to individual children, for example, when one two-year-old was feeling sad because mummy had gone his key worker provides him with lots of reassurance. All the children clearly enjoy attending the nursery because the practitioners create a fun and very interesting nursery ambience.

Children's on-going development is observed and recorded regularly, so that practitioners can plan for the next steps in the children's learning and progress. However, The staff team have yet to use the 'Birth to three matters' framework to base their development records on before the children transfer into the Foundation Stage curriculum. Children enjoy accessing all areas of the nursery and as a result, their all-round development is fostered very well. They start to play cooperatively as their social skills develop and willingly join in as they follow and copy the older, more able children, with encouragement and support from their key worker.

Staff are outstanding at knowing when to intervene to support children's play.

Nursery Education.

The quality of teaching and learning is good. Each member of staff has a good knowledge and understanding of the Foundation Stage and of how children learn effectively. Staff challenge children in all activities and adapt these according to each child's stage of learning and progress along the stepping stones. The effective observation and assessment undertaken mean practitioners are clear about each child's stage of development, therefore, they can provide beneficial support and challenge to ensure progress is on-going. Consequently, children are motivated and make good progress towards achieving the early learning goals.

Children settle well into the nursery and show a sense of belonging as they greet staff and each other. They are involved and interested in activities, throughout their day. The children display increasing self-confidence and independence, freely selecting equipment for themselves and taking responsibility for their personal care. Children persist at their play for long periods and develop their ideas and thinking as they engage in good quality planned activities, covering all aspects of learning. Their levels of achievement as they progress towards the early learning goals are steady, as staff focus clearly on what each child's next steps are. Resources are very good overall, with props for role play, materials for children to design in three dimensions and items that challenge and enhance children's fine and larger physical skills, although opportunities to develop their climbing skills are at present limited.

Children's early number skills, colour and shape recognition and naming are progressing well. Children can confidently make simple calculations when singing the 'action' rhymes and can count out the correct number of circles and children in the various activities, recognising when they need one more or one less, according to how many children are present. Children are

developing their language and thinking skills through good staff questioning. They show very good levels of concentration during planned group activities, which help to support their learning and progress. Most pre-school children can recognise the initial letter of their name and confidently select their name card, which is placed on the table at snack time. However, opportunities to recognise their name in the environment are at present limited. Children enjoy mark making with various materials. The more able children are now confidently beginning to write their own name on their artwork. They are also beginning to recognise a number of letters encouraged by the planned letter of the week, this weeks letter being 'h' for helping.

Helping children make a positive contribution

The provision is good.

Children are very happy and content, developing respect for each other and also their awareness of diversity and difference. Children's individual care needs are very effectively met because their key workers discuss all issues relating to their care with parents or their carer and follow children's own familiar routines. Children learn to develop their own strategies to resolve conflict very well because staff are able to recognise when, or if, to step in. As a consequence, children learn effective negotiation skills in everyday play situations. Children with learning difficulties are welcomed into the setting. They are given very good support and the staff team work closely with parents, carers and outside agencies to ensure children enjoy their time in the nursery. Staff provide good role models for children to emulate in their interactions with others.

Children's spiritual, moral, social and cultural development is fostered. They experience a good range of opportunities to learn about other cultures when they take part in activities connected to different religious festivals. For example, the children recently enjoyed the activities centred around Chinese New Year. The children also learn about their own culture in particular as they participate in the local festival, the Garstang May procession. Positive images of difference are reflected in resources, such as small world figures, books and lovely images on the walls. There is a clear equal opportunities policy in place, ensuring all families are included and their needs met.

Partnership with parents and carers in relation to nursery education is outstanding. Children clearly benefit from the strong relationships that exist between parents and staff, parents are actively encouraged to take part in their children's learning. For example, parents help organise the theme for the festival float. They also are encouraged to write comments in the children's special books and they send items of interest in connection with current topics and themes. Excellent information on topics, the curriculum and ideas for activities that parents can try at home, ensure staff and parents work exceptionally well together for the children's overall benefit. This enhances their development in all areas of learning. Parents are kept fully informed about the setting and their child through meticulous and comprehensive information including newsletters, display boards, photographs, information sheets, policies and excellent verbal communication when children arrive and depart. The complaints policy is in place with parents made aware of the procedure to follow should they have a concern.

Children behave very well in the nursery, cooperating with one another in group games, sharing and taking turns. The children all demonstrate a warm and caring approach towards each other. They enjoy the consistent praise and encouragement they receive from staff.

Organisation

The organisation is good.

The management and the staff have a secure knowledge of childcare and use this to provide stimulating opportunities for children in all areas of their development. Regular access to training opportunities effectively develops staff's knowledge, which helps to enhance the care and learning children receive at nursery.

Staff consistently interact well with the children and are effectively deployed to give every child good support and encouragement. This helps all children to feel secure and confident. Space is very well-organised and used to excellent advantage, to support children's range of activities in the inclusive learning environment. Detailed written records and documentation are available for all the required areas. These are reviewed by the manager and the committee, thus providing clear information so that each child's individual needs can be met. However, the child protection policy requires updating. All regulatory requirements are addressed so that children's welfare, care and learning are maintained effectively.

The leadership and management of the nursery education are good. The management is enthusiastic and look for interesting ways to develop and improve the nursery and the learning experiences for children. Children enjoy having a structured yet flexible session. They thoroughly enjoy their time at the nursery and eagerly participate in the full range of well planned activities. Staff evaluate and review their practice through the local authority self assessment document. Staff induction and appraisal are at present informal, therefore, would benefit from a more detailed approach should new staff be employed.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration in October 2006 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.

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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 staff wear protective clothing when preparing food to meet health and safety requirements
- provide a drain cover in the outdoor play area.
- develop the use of the 'Birth to three matters' guidance to further enhance this aspect of practice.

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 additional opportunities to observe their names in the environment
- continue to develop the outdoor play area to provide children with additional opportunities to extend their physical skills

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