

# Hessle Pre-School Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	314646
<b>Inspection date</b>	22 October 2007
<b>Inspector</b>	Diane Lynn Turner
<b>Setting Address</b>	44 Ferriby Road, Hessle, North Humberside, HU13 0HT
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<b>Registered person</b>	Kathleen Rhodes
<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?

Hessle Pre-School Nursery is a privately owned provision which is registered to provide full day care for a total of 42 children aged from birth up to five-years-old. It is situated in Hessle which is approximately five miles from the centre of Hull, and operates from a converted detached house, with an additional annex building at the rear of the premises. Children under three-years-old are cared for in the main house with babies and toddlers based in the first floor rooms and the two-year-olds downstairs. The three and four-year-olds are cared for in the annex building.

The nursery serves the local and surrounding areas and offers a pick up and drop off service to and from the local school for children who are in part time education there. Opening times are Monday to Friday from 07.30 to 18.00 all year round with the exception of all bank holidays and one week at Christmas. There are currently 74 children on roll, 20 of whom are in receipt of nursery education funding. Children with learning difficulties and disabilities are welcome to attend.

There are 24 members of staff employed at the nursery. Of these, one is a qualified teacher, one is working towards an early years degree, 18 staff members have a relevant childcare qualifications to level 3, with two of these working towards level 4. One member of staff is working towards level 3 and three have level 2. The setting holds the 'Investors in People Award'.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are kept healthy because staff follow effective practices during their everyday routines. For example, tables are wiped down between activities, adults are requested to remove their shoes before entering the baby rooms and disposable gloves and aprons are worn when changing children's nappies. Equipment, such as high chairs is maintained to good standards of cleanliness and all toys are cleaned regularly, with staff cleaning those used by very young children on a daily basis. Staff effectively encourage the children to learn about good personal hygiene. For example, they are provided with an apron to wear at meal times to keep their clothes clean and staff ensure the children wash their hands before eating and after toileting. After lunch the older ones are encouraged to wipe their own hands and faces and the two and three-year-olds know to collect their own wash bag and go to the bathroom where staff help them to use their flannels.

Children have very good opportunities to enjoy fresh air and physical exercise each day and the provision for this is a particular strength of the nursery. Babies are able to use furniture, such as a sofa to pull themselves up as they would at home, and they can observe themselves in low level mirrors. The younger children have a separate area for their use outside and they enjoy using soft play resources and toys, such as 'push alongs' and rockers indoors to develop their physical skills. The three and four-year-olds show good control as they confidently use wheeled toys, dig in the sand and make various structures as they build with empty cardboard boxes in the outdoor area. They show good fine motor skills as they pour their own drinks without spills, use pencils to write their own name and use cutlery correctly at meal times.

Children enjoy meals and snacks that contribute to a healthy diet. The nursery has its own cook who follows good procedures for the safe storage and preparation of food. Meals are prepared each day using fresh ingredients and take into account children's individual dietary needs to ensure they remain healthy. Staff in each room provide a list of children's requirements each day, for example, pureed foods needed for babies. The children enjoy fruit for their snack and items, such as pasta bake and rice pudding for their lunch. Babies are fed according to their individual needs and mealtimes are pleasant social occasions for the older children. The tables are attractively presented using table cloths and staff sit with the children as they eat and encourage them to develop good manners and social skills. The children clearly enjoy the meals. For example, one child stated his lunch was nice, and they are able to have second helpings if they wish. Drinking water is readily available at all times in all rooms, which children can access as and when they become thirsty.

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

The provision is good.

Children are cared for in a welcoming and stimulating environment which has a good range of toys and resources. All areas have posters and displays showing examples of the children's art

work, and there is an abundance of photographs throughout the nursery depicting activities the children have been involved in. A good sized garden is available, both at the front and rear of the premises and provides separate areas for the different ages who attend. Most areas of the nursery are well maintained. However, an area of the wall in the 'Swifts and Swallows' room has some damage as a result of the recent floods. Plans are in place to address this but have not yet been implemented.

Staff pay good attention to ensuring children are cared for in a safe environment. The premises are kept secure at all times and the identity of any visitors is checked before they are admitted. Detailed risk assessments are carried out and appropriate action taken to minimise any hazards. Notices are displayed to remind parents of safe practises, such as keeping the gates closed, and fire fighting and electrical equipment is checked annually. Staff explain to the children why it is important to sweep up the sand to prevent slips and falls, and they practise the emergency evacuation procedures with them each month so they know what to do if there is a fire. Staff also arrange for the community police officer to visit the nursery to talk to the children about road safety and 'stranger danger'.

Children are well protected from possible abuse. There is a designated member of staff with responsibility for child protection and all staff attend training in safeguarding children to ensure they are able to recognise the possible indicators of abuse and know the correct procedure to follow if they need to report any concerns.

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

The provision is good.

Children settle well at the nursery, develop confidence in the staff and build good relationships with each other. The older children arrive happy and eager to learn and babies separate easily from their parents and carers. For example, they smile as they see the staff and hold their arms out to them.

Staff caring for the younger children have a good knowledge of the 'Birth to three matters' framework and they use this effectively to plan a range of interesting activities for both babies and toddlers. For example, babies are able to enjoy exploring a range of colourful activity toys and the toddlers learn to complete jigsaws and to enjoy looking at books. They are also provided with stimulating activities, such as exploring the different textures of jelly, wet spaghetti and paint and using their hand prints to make their own 'family tree'. Staff also support children's communication very well. For example, they mimic the sounds of the youngest ones during play and then develop their language skills, when they are ready, through conversation and simple songs and rhymes.

The two to three-year-old children have the use of the room downstairs which is divided into two areas to cater for the differing needs of the two age groups. They enjoy activities, such as listening to stories together, using soft play resources and taking part in art and craft activities, such as painting. They learn good social skills as they sit together to eat their meals and they learn about nature and the seasons as they collect leaves in the outdoor area and make pictures of hedgehogs and squirrels using their hand prints.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage and this is clearly reflected in their planning and the presentation of activities.

Plans are displayed for parents to see and staff ensure through careful recording, monitoring and assessment that children are all supported in making good progress. Activities are planned to take into account the differing learning needs of both the three and four-year-olds and staff adapt these further to take account of the development of each child. Staff provide the children with a bright and stimulating environment in which to learn. For example, they are able to see print used in lots of different ways and to explore various items displayed on the interest tables. A good balance of both child-initiated and adult-led activities enable them to learn in different ways and at their own pace. Staff are very skilled in the use of questioning and use every opportunity to further children's learning. For example, they encourage the children to count how many are present at registration. Very good relationships are evident between the staff and children and it is very clear staff value the children's achievements.

Both the three and four-year-olds are very confident and keen to learn. They play well together and are very familiar with the nursery routines. For example, they put on their aprons before lunch and sit and wait until everyone has been served before starting to eat. They have favourite activities, which they enjoy doing frequently, such as playing with the sand and are curious to learn new things. For example, the three year-olds showed great interest as they planted pansies in the outdoor area. The children are very sociable, share well and cooperate in their play. For example, they decide how many can play safely in the tunnel at once.

Both the three and four-year-olds can recognise their own name. These are displayed on building bricks, which the children find on arrival and make into a tower to show they are present. They thoroughly enjoy listening to stories and join in with familiar refrains during their favourite ones, such as 'Going on a bear hunt'. Children's language is extended by staff introducing new words. For example, explaining about symmetrical patterns during a painting activity. Staff have successfully introduced phonics and the children are becoming very familiar with letter names and sounds. For example, they identified that sand, sandwich and sun began with the letter s. They understand about using writing for a purpose. For example, some of the four-year-olds are able to write their own name on their work, and the three-year-olds pretend to write notes in their 'office'.

Children's understanding of number is developing very well. For example, they confidently count the number present at registration and know how many cups they have of each colour at snack time. The four-year-olds can correctly order numbers and can identify which one is missing on their number line. They also remember numbers from 13 to 19 by identifying these are 'smiley numbers', as they have an 'ee' sound in them. They can match numbers correctly as they park their numbered tricycles into the corresponding bay, can put resources, such as small cardboard boxes in order by size and show they understand about weight as they attempt to balance their weighing scales.

Children's creative development is good. They explore and talk about the texture and properties of 'gloop' and use different art techniques. For example, they use 'cotton wool buds' to mix colours together and to create pictures. Displays show detailed self portraits and Autumn trees they have made using hand and arm prints. They use resources, such as cardboard boxes imaginatively as they pretend to make a boat, and they use brushes and water to 'paint' outside. They also enjoy dressing up and take on different roles, for example, one child pretended to be a Spanish dancer. Some of the dressing up clothes, however, in the three-year-olds room are not easily accessible as they are not presented at child height.

Children have a wealth of opportunities to learn about the wider world, nature and how things work. For example, they grow tomatoes, carrots and flowers in the garden and observe the

roots growing from the bulbs they have planted in glass containers. They record places they have visited on both a map of the world and one of Britain and they learn about sinking and floating as they add different objects to the water tray. They explore items, such as conkers and a coconut on the interest table, and make models of the rides they see at Hull fair using recyclable materials. They are developing an understanding of information technology. For example, they confidently operate, programmable toys and use the computer with understanding. The four-year-olds are able to access the computer at all times but the three-year-olds do not have as many opportunities to use this.

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

The provision is good.

All children are welcome to attend the nursery and are valued as individuals. For example, parents are asked to complete an 'all about me' form for their child when they start at the nursery. These are tailored to reflect the different age groups and enable staff to gather important information about each child. Children's sense of belonging and self-esteem is promoted very well. Staff greet the children warmly on arrival, their birthday is displayed and the four-year-olds have created a sunflower display to show what makes them happy. Children with learning difficulties or disabilities are welcome to attend. There is an identified member of staff with responsibility for this area who has attended training and fully understands about working with parents and adapting activities to ensure inclusion.

Children's spiritual, moral, social and cultural development is fostered. Staff pay good attention to raising children's awareness of the wider world and their own community. For example, they provide opportunities for them to celebrate festivals, such as Diwali and the Chinese new year. The children also benefit from regular visitors to the nursery who share their skills with them, such as a musician, mounted police officer and 'Zoo lab,' and the oldest children have opportunities to learn French from an outside provider if parents wish. They also help raise funds for charity, such as 'guide dogs for the blind, visit the local nursing home for the elderly where they sing songs to the residents, and use the town hall at Christmas as a venue for their Christmas play.

Children behave very well throughout the nursery. All staff are very good role models for them to follow as they display a calm and patient approach. They sensitively help the youngest ones to learn about sharing and turn taking and they have drawn up the codes for working together with the older children, who show a very good understanding of what is expected of them. Staff use effective systems to acknowledge good behaviour and they use every available opportunity to praise the children for their efforts and achievements. As a result, the younger ones play happily together and the older children use good manners at meal times, negotiate as they play and are beginning to understand right from wrong.

The nursery gives high priority to promoting an effective partnership with parents. Staff value the parents as the children's primary carers and ensure their wishes are met. Parents are provided with useful information when their child starts at the nursery and are kept up to date through regular newsletters, displays, notices and annual open evenings. Daily diaries are also completed for the younger ones, which parents can use as a two way communication tool. Parents spoken to at the inspection visit were all extremely supportive, with one seeking out the inspector to express a very positive opinion.

The partnership with parents and carers of the children in receipt of nursery education is good. Parents are welcome to view their child's record of progress at any time, information about

forthcoming activities and the theme being followed is displayed, and parents are able to borrow resources, such as computer software and books if they wish.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment. The staff team work very well together and are welcoming and friendly. They clearly enjoy being with the children and are fully aware of their roles and responsibilities. They ensure the children are well supervised and supported and keep each other informed of any concerns or achievements. Their performance is monitored effectively through annual appraisals and they all show a commitment to furthering their personal development through training. Staff meetings are used to monitor the service and to deliver additional 'in-house' training. All of which benefits the children's overall care and learning. Clear systems are in place for the safe recruitment and vetting of any new staff, and for their induction.

All legally required documentation is in place and policies and procedures have been devised to show how the service operates, however, on the inspection visit not all of these were readily available. In addition, the procedure to be followed in the event of a parent failing to collect their child lacks some of the necessary detail and the system for recording any complaints that may be received from parents does not reflect the recent changes in legislation.

The leadership and management of the nursery education is good. The planning of activities is very clear and shows how all six areas of learning are covered and how the activities are differentiated to meet children's individual learning needs. Very detailed and informative records of progress are kept for all children, which include examples of their work, photographs and written observations of their responses to the activities. All of which helps staff to complete children's profiles accurately and to show a true picture of the progress they are making towards the early learning goals.

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

## **Improvements since the last inspection**

At the last care inspection it was recommended that the nursery improve: the documentation in relation to administering medication; the safety in regards to the low level windows in the annex building; the premises in regards to the staff room and children's privacy when using the toilets in the annex.

All recommendations have been addressed. A system has been devised for gaining prior parental consent to administer medication and for staff to record when given. A partition wall has been erected in the staff room to divide it from the storage area, and it has also been re-decorated. Restrictors have been fitted to the low level windows and magnetic closers fitted to the toilet doors so these can be closed and afford children's privacy. The improvements made have added significantly to the organisation, the safety and the comfort of both the staff and children.

At the last nursery education inspection it was recommended that more opportunities be provided to support children's understanding of number recognition. To address this staff regularly encourage the children to count during everyday routines and they have increased the opportunities for them to see number in their environment through displays, such as number lines.

## **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 necessary maintenance work is carried out in the 'Swifts and Swallows' room
- ensure the policy for parents failing to collect their child contains all the necessary details, the system for recording any complaints reflects the recent changes in legislation, and that all policies and procedures are readily available.

#### **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):

- ensure the three-year-olds are able to access all role play resources easily and provide more opportunities for them to use the computer.

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)