

# Hawarden House Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	316456
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Susan Elaine Heap
<b>Setting Address</b>	22 Bury and Rochdale Old Road, Bury, Lancashire, BL9 7TZ
<b>Telephone number</b>	01706 369 697
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<b>Registered person</b>	Hawarden House Limited
<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?

Hawarden House Private Day Nursery opened in 1990 and is run by Hawarden House Limited. It operates from a large detached house on the main road between Rochdale and Bury. There are three playrooms on the ground floor of the property and a separate baby unit to the rear. A maximum of 30 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round except for two weeks at Christmas. All children have access to an enclosed play area.

There are currently 26 children on roll aged from 11 months to four years. Of these, eight children receive funding for early education.

The nursery employs five full time staff who work directly with the children and the nursery owner who is also the cook. Of these, four hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is fostered well through the effective procedures members of staff follow for minimising the spread of infection. For example, regular routines are in place for keeping the environment clean, tables and high chairs are wiped down with antibacterial spray and toys are routinely cleaned. Children develop a good understanding of their personal care needs as staff promote consistent and regular routines, such as hand washing before eating, after messy activities and after visiting the bathroom. Even the youngest children benefit from this as their hands are washed after they have had their nappy changed. Procedures to care for children in the case of accidents or illness are good. There are relevant documents in place for the recording of accidents and administration of medication, however, some medication records lack the necessary detail. The majority of staff have current first aid certificates and all have been trained in the use of an EpiPen. This effectively promotes children's health, care and welfare especially those who have severe allergies.

Children rest according to their individual needs and home routines. Babies benefit from sleeping in their prams in the fresh air or indoors with their shoes and socks off so they can stretch and wiggle their toes. However, sleeping arrangements for children over the age of two years limit their ability to stretch, sleep and rest comfortably.

Children are kept well nourished through the provision of healthy, well balanced meals which are freshly prepared on the premises. The staff effectively promote children's enjoyment of eating five fruits and vegetables a day. As a result, children relish their food and many return for second helpings. Staff take into account children's developmental stage and home routines when providing meals and bottles. They respond to young babies' needs well and make good eye contact with them at mealtimes. Older children enjoy sitting with their peer group and happily talk about what they have been doing. They have some opportunities to develop their independence as they help the staff serve plates of food to the younger children. Fresh drinking water is readily available throughout the day which enables children to learn to recognise that they are thirsty and need a drink, and good arrangements are in place for those who cannot ask.

Children enjoy fresh air and exercise daily as the staff plan good opportunities for outdoor play. Young babies' physical development is encouraged. For example, they enjoy the movement of pedalling their legs in the air or stretching out, such as playing with activity gyms. Babies who are starting to take their first tentative steps are well supported by the caring staff who praise them for their efforts. Toddlers enjoy playing a game of 'What time is it Mr Wolf?' with the staff outside in the fresh air. They laugh and giggle as they run after one another. Pre-school children particularly enjoy playing outside and move enthusiastically about the room in the weekly dance sessions. They move backwards and forwards, jump up and down and move their arms rhythmically in time to the music. As a result, they are developing new skills and control of their bodies which promotes their physical health and well-being.

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

The provision is good.

Children are cared for in a welcoming, homely environment. They receive a warm greeting from the staff when they arrive and their artwork and pictures are displayed which helps them to

develop a sense of belonging within the setting. They have access to a good range of toys and equipment which are safe and clean and are of good quality.

Policies and procedures work effectively in practice to protect children from harm. For example, the staff are vigilant at all times when children are playing inside, outside or sleeping, and only senior members of staff are permitted to answer the door. Visual risk assessments of play areas, toys and equipment are completed daily which ensure children's safety. Children are learning to keep themselves safe through their discussions and activities with the staff. They receive consistent, clear messages from the staff who speak to them calmly, such as taking care on the leaves outside so that they do not slip and fall.

Children are protected well because all the staff have a clear understanding of their roles and responsibilities in a child protection situation. Most have attended safeguarding children training. They know and understand to report any concerns to the designated person in the setting to ensure that the appropriate procedures are followed. All the relevant information and contact details are available, however, the child protection statement does not reflect the Local Safeguarding Children Board procedures.

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

The provision is good.

Children enter happily and settle well in the nursery. They have developed good relationships with the staff and the other children. The staff are caring and sensitive and readily offer cuddles and comfort especially to those children who are settling in. The nursery has a good range of resources, but the children are not always able to access these independently to initiate their own play ideas and follow their own interests. As the children are cared for in small groups, staff know them well and use observations of their play to plan the next steps in their learning. As a result, all children are making good progress. All staff have attended the 'Birth to three matters' framework training and this is working well particularly for children in the two to three years age group. However, opportunities for children under two years to experience sensory and exploratory play are not as fully developed.

Children have access to a good variety of play activities which promote their all-round development. They are interested and motivated and older children, in particular, concentrate for long periods of time at an activity, such as counting and sorting different shaped bricks. Babies copy and mimic adults and laugh and giggle as they join in games, such as clapping hands and peep-bo. Older toddlers explore jelly and watch in fascination as it disperses and melts as they handle it. All children are supported by staff who observe their play and extend their learning through skilful questioning and adding new vocabulary.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a strong knowledge and understanding of the early learning goals and, as a result, plan a wide range of interesting play activities based on themes. Detailed planning clearly links to the six areas of learning and the stepping stones. This ensures children have opportunities to cover all of these over a period of time. Staff observe children very well, they know what their starting points are, their abilities, and through evaluation and assessment are able to plan the next steps in children's learning effectively. Children have comprehensive progress files containing written observations, examples of their work and photographs of their play.

Children are settled and confident in the supportive, homely environment. They have developed firm friendships with other children and often seek each other out to help them or involve them in their play. They have good opportunities to develop their speaking and listening skills, such as sharing news and talking about the weather, the days of the week and the date at register time. As a result, children are confident speakers. They are learning to recognise their names through games to promote this, such as trying to find their name card which is hidden in the room. They enjoy listening to favourite stories and anticipate what happens next, for example, during 'The hungry caterpillar'. They have some opportunities to write for a purpose. However, the writing area is not very well resourced and they have few opportunities for spontaneous mark making, such as in the home corner as writing materials are not freely available for them.

They are developing a good understanding of mathematical concepts, such as shape, size and number as they explore a good range of mathematical resources, such as number towers, scales and different shaped bricks. They know that two triangles make a square or rectangle and staff introduce them to new mathematical shapes in their play, such as oval. Children are becoming familiar with technology and show good mouse control and the ability to complete simple programs as they use the computer. They use a wide range of tools to develop dexterity, such as pastry cutters, rolling pins, scissors and pencils. They are able to use their imaginations well as they engage in role play in the home corner and develop their creativity as they explore shape, colour and texture using paint or collage materials.

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

The provision is good.

Children's transition from home to nursery is supported through an effective period of visits before the placement begins. During this time staff gather detailed information about children's individual needs from parents which enables them to provide consistency of care. The setting provides an appropriate range of resources which reflect positive images of diversity and which help children to develop an understanding of other cultures and traditions, such as ethnic dolls, jigsaws and books. Children are involved in fundraising for different community groups and societies which helps them to develop a sense of citizenship.

Children are very well behaved and, pre-school children in particular, are very confident and are able to concentrate for long periods on their chosen activity. They are developing a clear sense of responsibility as they help tidy up and put jigsaws back on the shelf. All children have formed close, caring and positive relationships with their peers, key workers and other staff. They beam with delight when they are given praise and are confident enough to seek reassurance or help when needed, such as if they are struggling to complete a puzzle. All children receive consistent, clear messages from the staff who give them good eye contact and speak to them calmly at their level. Conflict situations are resolved easily and children are encouraged to give each other a hug and say they are sorry. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are made to feel very welcome in the setting and there are good systems in place for effective communication between parents and staff. For example, informal conversations, daily diary books for babies and meetings between parents and key workers to look at and discuss children's individual progress files. Parents have access to a wide range of information, including weekly menus and activity plans. Discussions with parents demonstrate they value and praise the staff for their warmth, care and activities provided for their children. They particularly praise the homely environment, the way children's

individual medical needs are met and how children are developing into confident and outgoing individuals.

## **Organisation**

The organisation is good.

Children benefit from being cared for in a setting where the majority of staff have early years qualifications. There is an appropriate induction and vetting process which ensures that newly appointed staff know about the setting's policies and procedures. Children are well supervised and their development is monitored effectively and staff have a clear understanding of the importance of a key worker system. As a result, babies and young children enjoy positive interactions throughout the day with consistent adults.

Documentation is well organised and stored to maintain confidentiality. All documentation required by the National Standards is in place though some lack sufficient and appropriate detail.

The leadership and management is good. Staff work well together because there are effective systems in place for communication, such as verbally on a daily basis and regular staff meetings. The use of peer observations, three-monthly appraisals and access to training ensure that childcare practice is continually being reviewed and evaluated. Each member of the management team has a clearly defined role. One takes the lead for recruitment and selection and being a mentor to the staff; the other is responsible for health and safety and the delivery of the early learning goals. All these help to promote children's care, safety and ability to enjoy and achieve. 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 the setting was asked to: develop systems for assessing children under the age of three years; ensure that resources are available to children which reflect positive images of disability; and revise the child protection procedures to include the procedure to follow in the event of an allegation being made against a member of staff. Observations of children's play are used to clearly link children's development in line with the 'Birth to three matters' framework and identify children's next steps in learning. Jigsaws and books have been purchased which show positive images of disability and the child protection procedures have been revised. These have improved the quality of children's care, learning and safety.

At the last nursery education inspection the setting was asked to review the organisation of the environment to give children opportunities to initiate their own play, and to improve the planning of activities to make clear links to the stepping stones, ensuring that children access a wide range of activities over a period of time. Planning of activities has been reviewed and shows the necessary detail and makes the links to the stepping stones. The plans demonstrate that children access a wide range of activities. This has improved the quality of children's learning and education. Some progress has been made to give children opportunities to select their own resources and initiate their own play. However, a recommendation to continue to develop this has been made following this inspection.

## **Complaints since the last inspection**

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The complaint related

to National Standard 2: Organisation. Ofsted conducted an unannounced visit on 24 August 2004 and the provider was given one action under National Standard 2 to ensure that trainees under 17 years of age are supervised at all times. A response to this action was received on 08 September 2004 confirming compliance with the action. The provider remains qualified for registration.

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):

- review sleeping arrangements for older children to enable them to sleep and rest in comfort
- improve the recording systems for the administration of medication and update the child protection statement to reflect the Local Safeguarding Children Board procedures
- develop the range of toys, resources and activities to encourage children's sensory development, in line with the 'Birth to three matters' framework.

#### **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):

- develop opportunities for more able children to practise writing for a purpose
- continue to develop the presentation of resources to encourage children to make choices, initiate their own play, follow their interests and develop their independence (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](http://www.ofsted.gov.uk)