

# Hollingarth Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	317378
<b>Inspection date</b>	11 March 2008
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<b>Registered person</b>	Hollingarth 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?

Hollingarth Day Nursery is run by a partnership. It opened in 1991 and operates from a large Victorian property in Barrow in Furness. A maximum of 105 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00 for 51 weeks of the year.

There are currently 108 children aged from three months to five years on roll, of these, 33 children receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties or disabilities and supports children who speak English as an additional language.

The nursery employs 22 staff, of these, 15 hold appropriate early years qualifications and seven are working towards a higher qualification. A pool of five qualified relief staff can be called upon in the absence of any staff.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have access to a clean, very comfortable environment. Good procedures ensure that children learn about good hygiene practices. They benefit from staff taking steps to prevent the spread of infection. For example, they wear disposable gloves when changing nappies and handle food safely. Appropriate consents and records are in place for the administration of medication and recording accidents. There are lots of opportunities for children to access physical activity which helps them to understand how exercise helps them to stay healthy. Appropriate clothing and protection is provided on rainy days so that children are able to get outside at all times. They run around the open spaces managing their bodies well. They use the slide, hoola hoops and ride-on cars enthusiastically. Movement to music is participated in by all mobile children and babies use available space in their rooms to learn to crawl, walk and climb on the soft play equipment.

Children's wellbeing is enhanced as they access a well balanced, healthy diet. Lunch is freshly prepared on site with a menu displayed in all areas for staff and parental information. Children bring in healthy options from home for snacks, such as fruit and yogurts. Staff help children to understand about healthy eating through discussions about sweets being bad for their teeth and planned activities, such as bringing in their toothbrush and toothpaste from home.

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

The provision is good.

Children have access to a very well organised environment which is split into play areas appropriate to the age of the children. The premises are made welcoming with displays of children's artwork and photographs of activities. This keeps parents and carers informed about activities that children are involved in and gives children ownership of the environment. The indoor and outdoor space is organised very effectively, enabling children to explore and take risks while being supervised. Children use an extensive range of safe, well maintained toys and equipment suitable to the age and stage of their development. They are stored at child height in each of the areas. This enables children to make their own choices and therefore develop their independence.

Comprehensive risk assessments are in place that are reviewed annually. Children, parents, carers and visitors gain access to the premises through two secure entrances. All visitors are greeted by staff and sign the visitors record. However, the door catch at the pre-school entrance does not always secure the door after someone has entered. Regular fire drills are carried out with the children so that they are aware of the routine. Babies and young children sleep safely and are comfortable. They are frequently monitored.

Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

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

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and comfortable. They settle well and build good relationships with staff and peers. They experience

a varied range of planned activities and spontaneous events, which contribute to their development. Effective strategies help new children to settle well and to move up to the next age group. Children under two years show emerging confidence and independence as they begin to select their own toys. For example, they post the shapes into the shape sorter. They listen attentively to familiar rhymes and songs. They particularly enjoy painting and experimenting using paint rollers. Children under one year explore their environment as they become mobile. Natural materials stimulate their interest as they feel the shredded paper and look at themselves in the mirrors on the wall. Staff interact very closely with non mobile children who are comfortable lying on the floor. They talk to the child, making eye contact and showing them various resources. Children respond by smiling.

Staff plan the next steps in children's learning. Plans are based on the 'Birth to three matters' curriculum. Each day staff select an area to observe and evaluate for the individual child. Continual assessments are carried out of children's development and a report is compiled every three months to share with the parent and carer.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage. Clear plans show what the expected learning outcome is for children and include alternatives for children of different abilities. Plans are evaluated each day for the whole group, however, they do not identify progression for the individual child to assist with planning the next step in their play and learning. Staff carry out an observation of each child daily and then assess their development against the development record.

Children have a positive approach to activities being eager to take part. They are confident approaching visitors, talking to each other and staff. They are curious and ask questions, such as 'where is my computer from?' Relationships are being developed as they play board games together. Children understand that letters mean something as they look at words in the environment and say what they think they mean. However, written plans do not reflect that children are learning about letters and sounds regularly. Children show a great appreciation for books. They make their own choices and carefully turn the pages as they look at the pictures. Drawing and colouring takes place in the writing area, however, writing implements are not available in other play areas to encourage children to practise their writing skills during their play.

Children enjoy using number in everyday contexts. They count how many children there are present when the register is taken. Knowledge and understanding of the world is promoted well. Various materials are explored, such as the potting compost which has plastic creepy crawlies hidden in it. Simple programmes are managed well on the computer as children competently use the mouse. Imagination is promoted through activities, such as everyone coming in dressed up in a fantasy outfit. Children are fascinated to see what everyone is wearing, including the staff.

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

The provision is good.

Children develop a positive attitude towards others and gain a good understanding about the wider world through stories, celebrating different festivals, outings into the local environment and visitors into the setting, such as the police and fire brigade. The special needs coordinator has a good knowledge of requirements and takes steps to address them within the setting,

ensuring that children's individual needs are met. Children benefit from the calm, consistent attitude of staff. They use timely interventions where they use distraction or clear instruction which protects the child. Positive behaviour is encouraged through praise. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. Regular information is shared about topics and how they can make any contributions. This week children have dressed up and brought in exotic fruits to taste. Information about their child is shared daily either verbally for older children or through written format for babies. Parental meetings are held twice a year to keep them up to date with their child's progress. Their opinions are sought through a questionnaire regarding the meeting and if there is anything that could be done better.

## **Organisation**

The organisation is good.

Overall the provision meets the needs of the range of the children for whom it provides. Effective recruitment procedures ensure that children are cared for by staff with knowledge and understanding of child development. Further training and good teamwork ensures that they understand the policies, procedures and the philosophy of the provision. The required policies and procedures are in place which supports the care of the children. However, the written recruitment policy does not fully reflect all the procedures that would be carried out to recruit a new member of staff or trainee. Organisation of the premises is good, allowing children to select their own resources and take part safely. A good balance is maintained between physical exercise and rest periods. Staff are enthusiastic and committed, ensuring that children's time is fulfilling and productive. In practice, staff work towards keeping children healthy and safeguard their welfare.

The Leadership and management is good. Management closely monitors the nursery education provision to ensure that children are achieving the early learning goals and that they are being challenged enough. Appraisals and staff meetings are held where any training needs can be identified and addressed. Staff have recently completed 'Creative craft workshops', 'Foundation health and safety training', 'First aid' and 'Child protection'.

## **Improvements since the last inspection**

At the previous inspection two recommendations were raised. Art room activities are now readily available for children under the age of two years. The child protection and special educational needs policies have been revised in line with requirements.

The previous nursery education inspection raised points for consideration. Short term planning has been reviewed and adapted so that it is clear how the targets for the stepping stones in the foundation stage are met. Children have independent access to reading materials in each of the playrooms and labels have been used in the environment to help children's understanding that print has meaning.

## **Complaints since the last inspection**

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.

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 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):

- develop the recruitment policy further, identifying the steps that would be followed to recruit a new member of staff or trainee.
- ensure that staff are vigilant with the security of the pre-school entrance door.

#### 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 evaluation of the activity plan further, so that it identifies individual children's achievements to help with planning the next steps in play and learning
- ensure that planning covers a balance of letter sounds on a regular basis and that writing implements are available in each area of the playrooms for children to practise spontaneous writing.

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)