

Hazeldene Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY344146
Inspection date	25 July 2007
Inspector	Anna Barnes
Setting Address	116 Sussex Road, SOUTHPORT, Merseyside, PR8 6AE
Telephone number	01704 547 508
E-mail	
Registered person	Sandra Heslip
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?

Hazeldene Private Day Nursery opened in 1987 and was re-registered under the present owner and manager in 2006. It operates from five rooms, known as the main play room, pre-school room, baby room, front and rear conservatory, in a single storey, purpose built building to the rear of the owner's home. The nursery is in Southport and serves families from the local area. A maximum of 26 children may attend the nursery at any one time. There are currently 44 children on roll from six months to four years and of these 15 children are receiving nursery funding. Children attend for a variety of sessions. The nursery opens all year round. Sessions are from 07:30 until 18:00. A total of 10 part-time and full-time staff work with the children. All the staff have early years qualifications to NVQ level 3. The setting receives support from Sefton Sure Start Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff promote excellent hygiene practices because they implement suitable procedures for keeping children healthy, for example, they follow a colour coded system for the cloths used in the cleaning rota, different coloured aprons for bathroom and meal duties which is very good practice effectively minimising the risks of cross infection in the setting and therefore reducing the risks to children. They are effectively learning about being healthy through the daily routine because they understand the importance of helping themselves to tissues on the wall, disposing appropriately, brushing teeth and regular hand washing during significant times of the day, such as after visiting the toilet and before eating. This prevents the spread of infection and the children understand that if they don't wash the germs off they may become ill.

Children are highly protected from infection because the sick child policy is widely available, well adhered to and is shared with parents through the prospectus and operational plan. Staff are trained in first aid, which further supports children's health and safety. There are first aid kits available in case of accidents and emergencies. Children's accident records are completed and shared appropriately with parents and there are clear procedures in place to support children if they are ill. If children are tired they are able to rest on comfy cushions in the quiet corner or safely have a sleep on a low level bed or cot.

Children are extremely well nourished and enjoy a variety of healthy meals and snacks each day that include an extensive range of fruit and vegetables. As one child said "I love snack more than going to London." The children lay the table at lunch time with a table cloth, cups, cutlery and serviettes that the children tuck under their chin. They pour their drinks and serve themselves from the serving dishes on the table. This helps them to develop their independence skills and hand-eye coordination. Fresh drinking water is always accessible in their individual water bottles, on a low table, so they can help themselves. Children demonstrate very good pouring skills as they pour out their drinks of water at lunchtime. The cook and staff are very skilled at meeting children's individual dietary requirements and will provide weaning foods made from the nutritional food in place, freezing it into cubes in order to provide the babies with a variety of healthy food textures and tastes.

The children's understanding of healthy eating is extended as they participate and learn about growing plants and vegetables from seed.

Children take part in regular physical activity both indoors and outdoors. Staff are very aware of the importance of children receiving regular fresh air and exercise. Children move with confidence and coordination as they climb the slide, balance on wooden logs and crawl in and out of a large tunnel. The range of outdoor play equipment is easily available to the children in the outdoor area. The children dress up and take great delight in using their imaginations, work cooperatively, when using the rickshaw and Ben Hur style chariot outdoor play equipment. They relish in the chance to explore different textures and listen to the different sounds the wind chimes make in the recently developed sensory area to expand their knowledge of the things around them.

Indoors, children show a good awareness of personal space as they move around the continuous provision exploring and accessing resources easily. Their fine motor skills are developing as they handle a variety of tools when exploring sand, water and play dough by rolling, cutting

and shaping the malleable material. Children also confidently stack wooden blocks vertically and horizontally to make towers and other structures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that is welcoming and safe, vibrant and exciting. The group rooms are made extremely attractive and welcoming due to the hard work and effort of the staff each day. Resources are easily accessible in labelled drawers, cupboards and shelves. Children's artwork is displayed creatively on the walls, which positively supports their sense of belonging. Activities are very invitingly presented at floor and low-level, which ensures children are interested and motivated to become involved.

Premises are safe and secure. For example, staff ensure that they supervise children's arrival and departure carefully and ensure that the door is always securely closed. The staff ensure that regular risk assessments are carried out to address areas of potential concern that may impact on children's continued safety. However, in the new sensory garden children can access receptacles that contain standing water, which is potentially hazardous. The children learn about keeping themselves safe by staff reminding them about tidying up the toys so they do not trip over and about being careful when climbing the steps to the slide so they do not fall. They also learn about road safety whilst on outings and through discussions with staff. Fire safety is also taught through regular emergency evacuation practises. The children benefit from visits from a local fireman, who talks to them about the dangers and the children can recall the experience with their peers from the recording of the event on DVD.

Children are very well protected because staff fully understand their important role in protecting them from abuse and are able to put appropriate procedures into practice if needed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are valued and respected as individuals because staff get to know them well and provide them with good support. Relationships between staff and children are good which contributes to children's well-being. The effective key worker system ensures children are cared for by familiar adults who support and encourage them. As a result they are aware of and meet children's needs effectively. For example, they know when babies are tired or hungry and respond to their signalling. The children clearly enjoy attending the nursery where staff create a fun and caring atmosphere. Children's progress is recorded and used to inform future planning with the younger children by using the 'Birth to three framework' guidance.

Children are learning new skills and respond well to challenges, for example, they enjoyed the painting activity, making shapes with play dough and building with the stickle bricks. The very young children enjoy their play which is planned within the 'Birth to three framework', however evaluations are not always consistently maintained. Children enjoy drawing and painting, including the youngest children, who have regular opportunities to enjoy this type of activity to develop their skills and enjoy the varied textures.

Children enjoy story time both in groups and individually with a member of staff or simply as a quiet activity on their own. Children also enjoy singing and the role-play area, that contains resources that can develop imagination and excite them.

Nursery Education

The quality of teaching and learning is good. Children are making good progress as the staff have a clear understanding of the Foundation Stage. This is evident in their planning, assessments and evaluation of children's progress that link very well to the stepping stones, however evaluation of activity plans are not always consistently maintained. This information is used to aid future planning for individual children and ensures that appropriate challenges are set so that all children make progress. Staff use questioning appropriately, which extends the children's learning.

Children are able to concentrate and actively listen to others; they respond appropriately with questions and make relevant comments during a discussion with staff about their holidays. They are developing their language for thinking as they join in discussions about what they need to take on a camping trip. They frequently converse animatedly using toy telephones. Children are able to easily recognise the initial sounds in many words, including their names and their peers' names. They regularly have opportunities to use writing as a means of recording as they freely access a full range of mark-making resources, such as paper, pencils, crayons and paints. Some children can confidently write their own and other words sounding out the letters as they write. Others enjoy different opportunities to explore and learn to make marks during painting, drawing and chalking on the flags outside. There are few opportunities for children to learn to count and calculate during practical and day to day activities. For example, children sing counting songs, such as 'one potato, two potato'. Children frequently choose to sit in the reading corner with their peers and staff and enjoy looking at the wide range of books available to them.

As children explore and experiment with different mediums, such as sand, water and play dough, they learn about weight and capacity. They regularly construct with a purpose, using a variety of easily accessible resources. The children learn effectively how to operate equipment, such as the voice recorder and video gun that created great excitement. Children enjoy plenty of opportunities to develop their computer skills and they demonstrate very good mouse control, making choices and accessing the games they wish to play independently. Children enjoy participating in role play and dressing up in different costumes. Their imaginative development is extended due to the availability of props and they thoroughly enjoy serving ice cream to everyone from the ice cream parlour.

Overall, children are making good progress towards the early learning goals given their starting points.

Helping children make a positive contribution

The provision is outstanding.

Children feel a sense of belonging and are able to make a positive contribution due to the wonderfully warm and friendly welcome they receive as soon as they arrive. Staff are particularly cheerful and enthusiastic. The children's peers are genuinely pleased to greet them. Children have very many opportunities to learn about different cultures and religions due to the interesting range of resources provided by the staff. They enjoy learning about different cultures as they look at posters with written information regarding people from different countries and cultures, recently covering a Buddhist festival. The staff encourage the children to explore and dress up in various outfits. They also celebrate Divali and Chinese New Year, together with traditional celebrations such as Christmas and Easter. Staff encourage the children to explore the extensive range of books, dolls, toys that reflect diversity and positive images, raising their

understanding of differences. The children must work together cooperatively when playing with the rickshaw in the outside area. The children learn about their own community and make a positive contribution as staff involve them in trips to local places local shop, play centre, park and farm where they have the opportunity to get close and groom the animals or have a tractor ride which they find exciting. They enjoy visits from people in the community, such as fire officers to talk about fire safety and a parent who keeps owls to talk about how they are cared for, therefore, extending the experiences for the children.

There are very good systems in place to support children with learning difficulties or disabilities and the designated members of staff understand the importance of working closely with parents and other agencies to support children's individual needs. The staff act as excellent role models. They are calm and gentle in their own approach, addressing each other politely and respectfully. Behaviour issues are managed using suitable strategies that are in line with the written behaviour management policy, using appropriate explanations at a level children understand and their behaviour is exemplary. Children are helped to develop self-esteem and respect for others as they are encouraged to be polite, actively listen to each other at group times, so that they have the opportunity to learn about the needs of their peers. They are regularly and consistently praised and encouraged by staff which makes them feel good about themselves and develops a strong sense of self. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are actively involved in the initial assessments of their children's developmental starting points and are consulted and receive feedback throughout the time their children spend at the nursery. Parents have free access to their children's assessment records and informally discuss their children's progress with the staff on a regular basis. Parents receive very well presented information about the educational curriculum via parents evenings, display boards and newsletters of how they can support their children's learning at home. The complaints procedure is in place and made available to parents in the operational plan and parental brochure ensuring they are fully informed.

Organisation

The organisation is outstanding.

The children's care is excellent due to the thorough organisation of the nursery by very experienced and qualified staff. The staff group work very well as a team and provide a high level of consistency for the children. Staff demonstrate a commitment to continual development and they regularly attend relevant training courses and workshops to support them in their work. Robust recruitment and vetting procedures ensure that children are very well protected and cared for by staff with knowledge and understanding of child development.

Children are relaxed and confident in their environment due to the highly effective organisation of their care and learning. Children's play opportunities are varied and stimulating as the staff organise the premises very well, thus allowing children to move about with ease. Space is well laid out and care is taken to ensure that children receive a wonderful range of indoor and outdoor play opportunities. Documentation which contributes to children's health, safety and well-being is in good order and stored confidentially in lockable filing cabinets in the office. Policies accurately reflect the working practice observed at all times.

The leadership and management are good. Children's educational needs are very well met through the positive leadership and management of the owner/manager, teacher and staff, who attend meetings that are relevant to the provision of the educational curriculum. Some staff have attended relevant courses and they 'cascade' the information to the rest of the team.

They have a very good understanding and knowledge of the Foundation Stage curriculum. There is an effective system for monitoring the work that is undertaken. The manager and teacher are very familiar with the principles for early years education. They and the staff regularly evaluate the delivery of the curriculum through discussion and evaluating the parental questionnaire and activities undertaken by the children in order to have continual improvement. An effective level of ongoing support provided by the local authority education advisors also positively supports children's learning.

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

Improvements since the last inspection

This is the first inspection since being re registered.

Complaints since the last inspection

Since registration 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

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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 the risk assessment to ensure that identified hazards in relation to standing water in the outside area are minimised

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):

- review and develop curriculum planning to ensure staff consistently evaluate so that strengths and weaknesses can be identified to inform future planning (this also applies to care)
- further develop children's ability to count and problem solve as part of practical and routine day to day activity to support their understanding of number.

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