

# Henbury Hill House Acorns

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY225980
<b>Inspection date</b>	27 March 2008
<b>Inspector</b>	Rachael Williams
<b>Setting Address</b>	Henbury Hill House, College Park Drive, Westbury-on-Trym, Bristol, BS10 7AN
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<b>Registered person</b>	Acorns Nurseries Ltd
<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?

Acorns Nurseries Henbury Hill House has been open since 2001. It is part of the Acorns chain of nurseries with the head office in Cardiff. The nursery operates from a three storey converted listed building and is situated in the Westbury-on-Trym area of Bristol. Children are cared for on the ground and first floors of the building. Children are divided into nine key groups according to their age with younger children being cared for, predominantly, on the first floor. There are two, fully enclosed outside areas for children to play.

The nursery opens Monday to Friday, from 08.00 to 18.00 all year round with the exception of bank holidays. It is registered to offer care for 100 children from birth to under five years of age. There are currently 151 children attending throughout the week on a variety of sessions. There are 47 children receiving funding for nursery education. The group supports children with learning difficulties and/or disabilities and children who have English as an additional language.

There are 24 members of staff working directly with the children; of these 18 have or are working towards appropriate early years qualifications in childcare. The nursery appoints a

qualified teacher to work with the pre-school children twice a week. In addition, three housekeepers and a cook are employed.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children thrive in a warm and friendly atmosphere where their health and well-being needs are exceedingly well met by caring staff. Children benefit greatly from rigorous cleaning regimes which maintain a healthy and hygienic environment. Housekeepers are appointed to ensure equipment and premises are cleaned thoroughly throughout the day whilst practitioners care for the children. A 'no shoe' policy operates throughout the nursery which maintains clean floors for children to play and crawl on. Children are fully aware of their personal needs, for example, pre-school children confidently access the toilets independently. They are aware of the need to wash their hands and do so competently using hydro-foam antibacterial soap. They access paper towels from a low-level wall unit and dispose of them appropriately, hence preventing the spread of infection. The excellent organisation of nappy changing and exemplary communication between staff ensures children's individual requirements are adhered to. There are robust changing procedures which ensure their health and hygiene.

There are comprehensive systems in place to ensure children are protected in an emergency. Those staff with appropriate paediatric first aid are listed in prominent places, as are the whereabouts of fully stocked and maintained first-aid boxes. Appropriate parental consents are gained to administer medication and to seek advice or emergency treatment. Administered medication and accidents are comprehensively recorded and shared promptly with parents to ensure consistency in children's care. There are excellent procedures in place to ensure children are protected from sickness and infection through extensive sickness policies and information to parents which promotes the health of all children.

Children benefit greatly from frequent opportunities to be outside in the fresh air. Children regularly participate in a wide variety of daily physical activities where staff support them well to develop new skills and to explore their environment imaginatively. Pre-school children thoroughly enjoy manoeuvring ride-on toys and scooters; negotiating pathways and showing exceptional coordination skills. Younger children enjoy exploring the movement of the parachute and, again, show good coordination as they manipulate the ball around the parachute. They move in a variety of ways under the parachute when playing 'hunt the mouse'. Children are aware of their own physical needs, for instance, whilst running on the grassed area they remove their coats commenting on how hot and sweaty they have become. One child comments on the harmful rays of the sun and thinks he should shield his eyes by wearing a hat or sunglasses.

Children are very well nourished as they are provided with an excellent, well-balanced cooked lunch which contains wholesome food including a variety of fruit and vegetables. The children thoroughly enjoy these nutritious, home-made meals as there is little wastage. There are stringent procedures in place to ensure that children's special dietary requirements are acknowledged and met. For example, children with allergies or cultural preferences are identified and receive their meal on a colour coded plate to ensure they are in receipt of the correct meal. On the ground floor each child has a named sports bottle to ensure that they can access water throughout the day to ensure they remain well hydrated.

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

The provision is good.

The nursery is attractive, colourful and inviting. Excellent use is made of wall and low-level displays to provide a stimulating learning environment for children and their parents. The premises are extremely spacious; through the effective management of space and daily routines children experience a wealth of experiences and are fully engaged. Each room is exceptionally well resourced with an abundant range of toys and equipment related to its theme, for instance, the physical room has a loft, large construction equipment and a ball pit which develops children's gross motor skills effectively. There is excellent provision of appropriate and sufficient child sized resources, equipment and furniture to ensure their individual needs are met. For example, to accommodate children's sleep routines there is various furniture to support the wishes of the parents, such as Moses baskets, cots, low-level bouncer chairs and sleep mats. There is an abundant range of safe, hygienic and developmentally appropriate toys. Even the youngest children confidently access low-level baskets which further encourages their independence in making choices about their learning.

Children are cared for in a very safe and secure environment. A buzzer system operates and parents and children are greeted by a senior member of staff on entry to the provision. Children's daily attendance is predominantly recorded accurately by a member of staff. Rigorous and comprehensive risk assessments ensure risks are identified and effectively minimised, for instance, escorting children on the stairs. Potential hazards are displayed in each room and are effectively monitored by vigilant staff. Comprehensive emergency evacuation plans are displayed prominently and understood by each member of staff which promotes children's safety. Each room has a telephone which ensures children's and staff's safety in an emergency. However, this is not extended to the outside area and there is no means of staff obtaining immediate support should an incident occur. Children become aware of their own safety as they are offered clear explanations from staff, for instance whilst outside a child is reminded not to walk up the uneven mound of grass as they might fall and bump their head. Children are well protected from harm through key staff's comprehensive knowledge and understanding of child protection issues. The child protection policy is read and understood by staff to ensure children's welfare is safeguarded.

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

The provision is good.

Children are very happy and settled within the nursery. Effective organisation of children into key groups according to their age and well-planned routines ensure all children are fully involved in all aspects of their learning. Staff carefully plan the environment to enable children to access resources and make independent decisions about their own learning. Recent planning and assessment which relates to the Birth to three guidance shows that staff have good knowledge of how children develop. Staff have been proactive in establishing the Early Years Foundation Stage and are developing their planning and assessment to represent the six areas of learning. Staff have excellent knowledge of the children in their care, and through observations plan a rich and varied curriculum according to each child's interests. There are regular opportunities for young children to benefit from the challenge of sharing activities with older children, such as parachute games and playing in the soil pit.

Visual stimulation within the nursery environment encourages children's language development. Children are becoming skilful communicators through the excellent interaction staff provide. Babies' babble is consistently listened to and responded to by staff who are interested. Babies

smile and show delights at the responses they receive. Babies are able to explore their environment confidently. Even the youngest children bottom shuffle to the low level units to access treasure baskets. Children thrive through the adult contact they receive, for instance, a young baby thoroughly enjoys a game of rolling a soft play cube to a member of staff and shows glee as it is returned to him; he repeats this activity and modifies how he passes the cube as the member of staff challenges him.

Children are given many opportunities to explore and investigate a range of materials. A member of staff supports two children in creating 'gloop'. She shows good understanding of each child's needs adapting the activity to challenge either their language or mark making skills. Whilst in the physical room a child explores texture with her bare feet as she uses her feet to feel the fine chains. She adapts this experience and explores passing a ball through the chain mail. She asks a friend to join her and they play cooperatively passing the ball to and fro. Children construct freely and use their imagination to develop their activities. For instance, a group of children create a road using wooden blocks; one child chooses a cuboid to be a car and another chooses the ball. They manipulate their objects well, pushing and pulling them around the track.

### Nursery Education.

The quality of teaching and learning for funded children is good. Children thoroughly enjoy their time at the nursery and confidently engage in planned, purposeful play. They show interest in what they do exploring their environment confidently, especially in small key worker groups where they are given individual attention. Excellent relationships are established with the children and staff ensure that relevant observations are used productively to plan a wealth of experiences for the children according to their individual interests. This ensures they are effectively challenged and stimulated in all areas of their learning. Assessment profiles, detailing children's progression towards the early learning goals, are being developed in line with the Early Years Foundation Stage. Previous records for the pre-school children documents children's progress through the use of a profile and learning journeys. However, more recent observations have not been transferred into the present profile, consequently it is not an accurate record of children's stage of development. Although staff working with funded three-year-olds have very good knowledge of the children and observations are regularly completed, as yet, there is no formal system of recording progression. Summative assessments are readily available to parents. These inform parents of the children's next steps in their learning and evaluate children's participation in activities.

The dedicated pre-school room is spacious and well organised with an abundant range of easily accessible toys and resources. All funded children are fully involved in an environment that is conducive to learning, hence they receive a broad and balanced curriculum. Displays around the nursery show how children are engrossed in activities, such as their participation in 'The Gruffalo'. Photographs show how children thoroughly enjoy making a Gruffalo crumble and annotated pictures show the children's interpretations of the story.

Pre-school children are making excellent progress in their mathematical development. Structured activities encourage children to recognise numbers, complete a sequence, count spots on a die and match them with corresponding dinosaurs/vehicles. Through effective questioning children begin to explore early combining and separating activities, such as sorting shapes into equal groups and using appropriate mathematical language to compare the size of the groups. Children explore numbers competently in their play, such as when playing a game of dominoes.

Children show good spatial awareness. They show good coordination and orientation as they successfully complete tray jigsaws. Children construct confidently, linking pieces of Poly M competently to create vehicles. They successfully discuss their creations; the process of making the vehicle and adapting it to ensure there is space for two drivers. Children begin to develop good communication skills. Pre-school children sit attentively and listen to others, knowing that when a child is holding the hedgehog it is their turn to speak. They are encouraged to ask each other questions, for instance, about their Easter weekend. Children are beginning to use their observation skills well, for instance, an older child is aware that the story of 'The Little Red Hen' is 'old' as there is an oil lamp on the wall. Hence, the child is making good comparisons and enriching his knowledge of the past. Children are developing good imagination and are able to develop these freely, either on their own or with support from practitioners. For example, children thoroughly enjoy passing over the wooden bridge in the garden; they develop this game and whilst some lie on the bridge another pretends to be a giant and steps over them. Another group of children decide they are four dinghies on the sea on their way to see CBBC.

Overall, children experience an extensive and well balanced curriculum through challenging, interesting and purposeful activities.

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

The provision is outstanding.

Through practitioners exceptional knowledge of children's individual needs children are highly valued and respected as individuals. The nursery is spacious and attractively decorated with many examples of children's own work, consequently children have an excellent sense of belonging. They settle quickly and confidently using the comfortable and welcoming environment independently as there are comprehensive settling in procedures. All children are welcome into the setting and receive excellent support and care from staff who liaise closely with one another and with parents and carers, for instance, there is a regular exchange of information regarding young babies routines and schedules. Hence, children's development and progress is suitably enhanced.

Children learn about the local and wide community through themed activities and visit areas of local interest. The children's spiritual, moral, social and cultural development is fostered. Children also regularly use resources, such as books and role-play equipment that reflect a diverse society. All children are very well supported and staff skills adapting activities to ensure all children can participate at their level of ability.

Children's behaviour is very good. They show care and consideration for each other and benefit from sensitive explanation about how their behaviour may impact on others, for instance, when too many children are in the tunnel it causes altercations which are remedied quickly by a vigilant member of staff. Children are introduced to sensible house rules which are consistently applied, hence they have good understanding of boundaries and expectations.

Partnership with parents is outstanding. Parents are warmly welcomed and strong relationships are developed which ensures continuity in care for the children. There is a wealth of relevant information available to parents through literature, notice boards and regular exchanges of information between key workers and parents. All parents are invited to share children's assessment records and achievements are regularly shared through summative assessment profiles which are readily available.

## **Organisation**

The organisation is good.

The quality of care and nursery education ensures the setting meets the needs of the range of children for whom it provides. The children are very confident and settled as they enter the nursery. They benefit from close relationships with staff who have good knowledge of the individual needs and child development. The organisation of children into key groups ensures stability for every child. Ratios are fully maintained and children benefit greatly from the movement in between base rooms as interesting and challenging activities are enhanced within the daily routine. Excellent use is made of the indoor and outdoor environments to provide bright, welcoming learning environment for children where they are safe, secure and able to make independent choices from the abundant range of attractively presented resources.

All regulatory documentation is in place, organised effectively and used to underpin the nursery's good practices. The comprehensive operational plan ensures the nursery runs smoothly as staff have good knowledge of relevant policies and procedures. On the whole, the registration system ensures accurate times of children's and staff's attendance, although contingency arrangements need to be further developed in case of an unexpected incident, such as the child being taken ill or an impromptu visit.

Leadership and management is good. Children are cared for by experienced and qualified practitioners. Stringent recruitment, suitability and induction arrangements ensure staff are capable in their role as early years practitioners. Staff are highly professional and their knowledge and abilities are highly valued by the manager and directors of the nursery. Staff work very well together, receiving clear direction from the management team, and there is excellent communication between them to maintain children's well-being. Procedures are currently being adapted to monitor and evaluate the curriculum as the nursery have been proactive in introducing the Early Years Foundation Stage curriculum. Hence, children's progression is not being fully monitored as staff are changing to alternative assessment records.

## **Improvements since the last inspection**

At the last inspection issues were raised relating to safety, child protection, organisation, enjoying and achieving and nursery education. On the whole, these have been satisfactorily addressed.

Staff are vigilant and ensure children's safety on the stairs. A policy document has been developed and is understood by all staff to ensure children's well-being.

Adult to child ratios are maintained throughout the nursery to support children's welfare.

Staff show good understanding of child protection procedures. However, the Area Children Protection Committee's name has not been replaced with Local Safeguarding Children's Board within the policy document.

Most staff have appropriate CRB clearance to ensure they are suitable to work directly with children. Those who have not completed the vetting procedure are supported at all times when working with children.

On the whole, staff ensure that they complete a daily register which records their attendance. Stability of staff ensures that staff regularly work within their key groups. Should this alter

staff initial the activities they have been involved in so that it is clear who has been working with the children and in which room.

Through comprehensive induction arrangements staff are clear on policies and procedures within the nursery which ensures consistency in children's care.

Children are fully supported in their learning and development. There is a balance of activities which are well supported by staff.

### **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 complaint 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):

- develop further the daily registration system to ensure staff's attendance is accurately recorded and that contingency plans are established to ensure the children's register is accurately completed should an incident occur

#### **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):

- continue to develop assessment profiles to ensure they are regularly updated and that children's abilities on entry are included

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)