

Hocus Pocus Day Nursery

Inspection report for early years provision

Unique Reference Number	EY254518
Inspection date	12 December 2007
Inspector	Christine Fraser Turner
Setting Address	110 Radcliffe Road, Bolton, Lancashire, BL2 1NY
Telephone number	01204 396 308
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Registered person	Hocus Pocus Day Nursery Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Hocus Pocus Day Nursery is owned by a limited organisation. It opened in 2003 and operates from a large semi-detached property and uses all three floors. It is situated in the Haulgh area of Bolton. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children have access to secure enclosed play areas. Children also have access to a sensory play room and a soft play room in addition to the designated rooms for children.

There are currently 54 children aged from birth to under five years on roll. Of these 18 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 15 staff, including two cooks who job share. There are 12 staff, including the manager, that hold appropriate early years qualifications. There is one member of staff working towards a qualification. The nursery works closely with staff from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection and are mainly well taken care of if they have an accident or become ill because staff follow current and effective procedures for health and hygiene. However, the date on some items in the first aid kit has expired. Children follow good hygiene routines from an early age and are beginning to understand when to wash their hands, and posters displayed in the bathroom act as a reminder.

Children are well nourished through the provision of healthy meals and snacks which are freshly prepared on the premises, such as cottage pie with fresh broccoli or fresh fruit as a snack. Children make healthy choices as they choose their own cereal for breakfast. They learn about healthy eating through posters on the wall and creating displays on food and why it is good for you. They follow a healthy lifestyle as they brush their teeth each day after lunch. Children have their health and dietary needs met effectively because staff work closely with parents. Drinks are readily available to children throughout the day. Children rest and sleep according to their individual needs because children's individual sleep routines are discussed with parents and followed by staff.

Children have good access to physical play both in and out of doors through the provision of fixed climbing equipment outdoors and two indoor playrooms using soft play equipment. Planned time for outdoor play is in the timetable so children have daily fresh air. They enjoy riding bikes, playing with balls and hoops.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and mainly safe outdoor environment. A well maintained notice board keeps parents informed of who staff are and of their role in the nursery. Bright posters and displays ensure that children are made to feel welcome. Space is well organised to enable children to select their own play. Children benefit from the provision of a quiet environment to help them sleep. Detailed risk assessments are in place and monitored closely. However, the lidded outdoor container for sand is gathering water now it is empty. Although it is locked it is not a childproof lock. Children use suitable and safe equipment. They benefit from additional resources from the toy library.

Children learn to keep themselves safe in the garden by having a visit from a gardener who informs them about the dangers of some plants. Children move round the nursery safely because staff give them clear guidance on how to use stairs, for example, holding on to the hand rail. They learn about road safety through visits from the road safety officer and through role play outdoors, for example, taking part in crossing patrols with zebra crossings as they play outdoors.

Children are safeguarded because staff have a good understanding of their role in child protection and are able to put procedures into practise when necessary.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily at nursery and staff are readily available for any children that need support when leaving their parent or carer. Children's independence is encouraged throughout the setting, for example, children learning to feed themselves and older children being encouraged to learn how to put on their own coat. They benefit from staff using the 'Birth to three matters' framework when planning activities for children under three. Children are involved in a broad range of activities that support their development, such as playing with sand, paint, jigsaw puzzles and stories. They get chance to explore using their senses as they prepare pumpkins for their autumn fun day and make jelly. Staff use their observations of children to plan their next steps. There is no system in place to show children's overall progress and sometimes targets are not monitored closely to see if children have achieved their target. Staff do not yet evaluate activities and not all adult led activities fully engaged the children.

Nursery Education

The quality of teaching and learning is satisfactory. Children benefit from staff's appropriate knowledge of the Foundation Stage. The room is well organised into areas of learning and books are carefully chosen related to the topic. However, there are occasions when the home corner becomes untidy and limits children's selection of resources in this area. Planning is based on observations of individual children and plans do show some differentiation. However, there is no system in place to identify individual children's overall progress through the stepping stones.

Children are confident to make their own choices for play through continuous provision and concentrate well on activities of their choice. They are encouraged to be independent, for example, as they serve their own vegetables and drinks at lunchtime. However, not all children are fully engaged at staff led activities. Children speak confidently. They show good interest in the well resourced mark making area and some children write their name confidently in their Christmas card. Children learn to count as they use the stairs when they go outside to play and the steps are clearly numbered. Some children are beginning to identify shapes as they tell me they are putting a triangle in an envelope. They develop confidence in controlling a mouse as they use computer programs. Children develop an interest in living things as they visit a local farm and have visits from the animals to the nursery. Children learn about how things grow as they plant and take care of bulbs to take home for Christmas. They have opportunities to explore colour and texture and children created their own design on their Christmas card but there are several examples on display where children's creativity has not been encouraged. They use their imagination well during role play, for example, when they go fishing. They take part in regular singing sessions, for example, singing their Christmas songs.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for by staff who work effectively with parents to meet individual children's needs and ensure that they are included fully in the life of the setting. Flexible settling in procedures help children settle easily because staff take time to gather relevant information from parents so individual care routines are followed. Children and parents are greeted warmly by staff as they arrive. The organisation of the daily routine and environment helps children to be involved in making choices through ongoing provision and choosing their cereal at

breakfast time. Children benefit from a good range of resources that promote equality of opportunity. Some parents share information on their culture with the children.

Children are encouraged to behave well and play together as staff share the 'golden rules' with them. However, not all staff are clear on the setting's policy on behaviour management which leads to the policy being applied inconsistently. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive information on the setting and the Foundation Stage. Parents receive regular news letters informing them of events at nursery. They are invited to become involved with activities in the setting, for example, bring information for the autumn display or sharing a skill with the children. This resulted in some interesting photographs of animals and some parents sharing their musical talents, by playing the guitar, to the children. Staff provide ready available, optional activities for parents that can be done at home with their children. Parents are kept well informed of what children are learning through plans displayed in the pre-school area or within the room for other areas. Staff use questionnaires to gather parents' views on the setting. Parents of children in the pre-school have parents' evening to discuss their child's progress and receive a report as their child leaves for school. Parents of younger children have planned meetings with their child's key worker to discuss their child's progress. Parents gave positive comments on the nursery during the inspection saying they were pleased with the care their child receives.

Organisation

The organisation is good.

Children benefit from good recruitment and vetting procedures that contribute to children being protected and cared for by staff with knowledge and understanding of child development. Good use of time, space and staff deployment contribute to children's health, safety, enjoyment and achievement and ability to take an active part in the setting. Staff have a strong commitment to continual improvement through training. Comprehensive policies and procedures are in place to support the smooth running of the nursery and reviewed regularly to ensure they reflect current practice. Record keeping systems are used well to meet children's individual needs.

The quality of leadership and management of the nursery education is good. Management have a clear vision for nursery education with a written policy in place. There is a satisfactory monitoring system in place to ensure that children meet their individual targets but no system in place that shows individual children's overall progress. Management are able to identify current strengths and areas for development through reflecting on current practice and using a clear, detailed action plan with improvements clearly noted. A detailed induction programme is in place for new staff. The management team act as good role models and staff meetings are used well to discuss nursery policies and procedures. 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 provider agreed to implement a number of actions and recommendations. These have all been completed.

Children now have first hand experiences that that helps them develop their natural curiosity as learners and develop their language and mathematical thinking, use their imagination and develop social relationships. The temperature in children's rooms is monitored and there is

suitable ventilation in place. All children now sleep at ground level, babies in their own room and all other children in the other ground floor room. Resources have been increased to ensure that younger children have a good range of resources. Children benefit from having a designated person to meet the needs of all children. Training in behaviour management is ongoing as not all staff fully understand the setting behaviour management policy. Children benefit from up to date policies that have been reviewed. The setting now works in partnership with parents and staff gather information from parents to provide appropriate care to meet individual needs. Procedures to ensure staff are suitable are followed consistently to make sure all staff are suitable to work with children and ongoing training enables staff to understand their role in protecting children. The child protection policy has been updated to include what to do in the event of an allegation being made against a member of staff.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that require the provider or Ofsted to take action in order to meet the National Standards.

Ofsted received concerns in respect of inappropriate practices regarding a member of staff in May 2005. Social Services were informed and the provider was advised to conduct an internal investigation in respect of National Standard 2: Organisation and National Standard 13: Child protection. This resulted in appropriate action being taken by the provider to ensure children's welfare is safeguarded. The provider remains qualified for registration.

Ofsted received concerns relating to National Standard 1: Suitable Person and National Standard 2: Organisation. A childcare inspector visited the provision on 20 April 2006 Actions were raised and satisfactorily met by the registered provider. 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.

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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 contents of the first aid box to ensure all items in the box are still in date
- ensure that all staff understand and implement the setting's behaviour management policy
- review the risk assessment for outdoors to include checks for containers that hold water

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 increase the opportunities for children to create their own ideas for painting and collage
- devise a system that shows children's overall progress and identifies any gaps in their learning (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