

Hoar Cross Day Nursery

Inspection report for early years provision

Unique Reference Number	EY266582
Inspection date	24 January 2008
Inspector	Janice Rizvi
Setting Address	School Hill, Hoar Cross, Burton-on-Trent, Staffordshire, DE13 8RB
Telephone number	01283 575514
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Registered person	Carol Lesley Stokes
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?

Hoar Cross Pre-school opened in 2004 and is run by a limited company. It operates from two playrooms within purpose built detached premises, in a rural area, near to Hoar Cross village. The nursery serves the local and surrounding areas.

A maximum of 46 children may attend the provision at any one time. The provision is open every weekday. Sessions run from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area. Children attend full or part time sessions.

There are currently 41 children aged from six months to under five years on roll. Of these 16 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs five staff, of whom, four hold an appropriate child care qualifications, with a further member of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment where steps are taken to promote their good health and hygiene. They learn about the importance of minimising the spread of germs through regular routines. Children access toys and equipment which are clean and in a good state of repair.

Regular risk assessments are carried out on the toys and equipment, ensuring children are safe. Good hygienic procedures are in place for nappy changing ensuring it is a pleasurable experience for very young children. In addition, the use of tissues for cleaning their noses and a bin for hygienic disposal contribute to minimising the risk of cross-infection. Care is taken to ensure children wash their hands after outdoor play and during messy activities.

Children benefit from a healthy diet. They enjoy varied, well-presented nutritious food and snacks. This ensures children remain healthy. A freshly cooked nutritious lunch is provided. Food and drink is properly prepared and complies with dietary and religious requirements. Children sit to a table to have a snack of fresh fruit and raisins. Fresh drinking water is freely accessible to children during the session, helping them to learn the importance of keeping their bodies hydrated. Meals are seen as social occasions where adults sit and eat alongside children to encourage social interaction and talk about healthy eating. Children experience good routines which meet individual needs for rest and sleep in line with parent's wishes.

A sick child policy, clear accident procedures and staff's up-to-date first aid training means that they can act in the best interest of children in the event of a medical emergency or an accident.

Children receive good opportunities to participate in activities to promote their large muscle movements both inside and outdoors; this includes, balancing on see-saws, swings, ball games, running freely, climbing apparatus and musical action rhymes. As a result, children develop a healthy attitude to exercise and they are beginning to learn about changes that occur in their bodies as they embark on vigorous physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place and high regard is placed on security within the premises. For example, adults ensure all children are signed in and out of the setting and all visitors are vetted before entry is permitted. A visitors' book is maintained.

Procedures for monitoring safety within the setting are effective because staff ensure the environment is checked daily for safety and formal risk assessments are completed. The outdoor play area is secure and thoroughly checked before use. This enables children to have safe regular access to fresh air and exercise, making good use of the available resources.

The furniture, toys and equipment provided are varied, appropriate for their purpose and help to create a stimulating environment. For example, adults make full use of the range of equipment to ensure children have a balance between focused activities for their learning, painting and messy play for their creativity and exploration, including a climbing frame to develop their large

muscle and body movements. All activities are well supervised. In addition, fire extinguishers are checked regularly and there is a fire blanket located in the kitchen area. Procedures for recording accidents are good and ensure parents are informed promptly. Adults continue to update their knowledge and understanding of issues and procedures relating to child protection contributing to children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children relish their time in the setting and have an excellent attitude to learning. They are happy, settled and purposefully engaged throughout the session. New children are reassured and supported by staff. Once they become familiar with the setting they become interested in the wide range of activities provided to support their learning. The environment is thoughtfully prepared and set out by staff to be fully inclusive for children of all abilities. Babies who are mobile use all their senses to explore good quality equipment placed at a low-level. All babies receive lots of cuddles and have a strong bond with their key worker which increases their sense of well-being. Good use of the 'Birth to three matters' framework has a positive impact on children's achievements.

Children fully participate in all the activities and particularly enjoy registration time, answering to their name. They sit attentively as staff inform children of the activities for the day. They look forward to the 'show and tell' box where they bring in objects from home. They recall their experiences and share their feelings and emotions. Children's self-confidence is increased by having a sense of belonging. Staff know the children well which is reinforced within small groups, where children have the opportunity to contribute their ideas, be aware of their own needs and show concern for others. They listen to adult instruction and behave appropriately. Children under three benefit from staff using the 'Birth to three matters' framework for planning their activities and assessing their progress. All children's independence and confidence is promoted through everyday routines.

Nursery education.

The quality of teaching and learning is good. Children are making good progress through the stepping stones towards all areas of the early learning goals because most staff have a good knowledge of the Foundation Stage. More knowledgeable staff and key workers have a clear aim of what skills they are trying to help children learn and what children are expected to gain from their activities. Planning is completed to cover the six areas of learning. However, the daily plan, lists activities but lacks sufficient detail to share with less experienced adults to guide and inform them to fully support individual children's learning. Children enjoy a good range of resources and activities. Initial and ongoing assessments are dated and clearly show how children are progressing. Each child has their own individual file with dated samples of their work and assessments. Staff record children's achievements and use these to identify the next steps in their learning. These are available on request to share with parents. Children's individual needs are taken into account and staff are flexible when implementing any planning.

More able children's concentration spans are very good. Some will persist at an activity until completed. They play well together, being able to take turns and help each other. They are beginning to learn right from wrong. For example, children bringing money into the setting are asked if they have their parent's permission. Children enjoy talking about their activities with staff and each other. Older children negotiate with staff and are confident in expressing their own ideas. Children confidently choose from the activities available and initiate their own

play, but also ask for additional resources if they have not been put out. Consistent support and meaningful praise encourages children to become increasingly independent, to learn what they can do and know when to ask for help. Their independence is encouraged as they respond to the whistle to help at tidy-up-time and act as monitors at snack time by giving out the cups and plates. Children pour their own drinks and are encouraged to dress and put on their own Wellingtons for outside play.

Children are developing their competencies well across the four aspects of communication, speaking listening, reading and writing. Less able children enjoy making marks in a variety of ways and regularly use different sources and materials to stimulate their interest. They trace their fingers through foam to make patterns and enjoy using manufactured toys to sketch. More able children are beginning to write recognisable letters and know the first letter of their name. They write their names whenever they complete a piece of art work and have good access to a range of writing materials. Younger children use large 'stubby' felt tips to colour in their work sheets. They have freedom to use their imagination and draw pictures of their own choice. Children have good opportunities to enjoy books and listen to stories during free play and structured activities.

Children have opportunities to use numbers and counting as they play. They begin to develop the language of shape, space and measures. For example, when completing inset puzzles and during water play they begin to learn about volume and capacity as they fill different size containers and during a painting activity a child counts the number of pots, children learn to fit the pegs into their board and count the pegs. However, there are fewer opportunities for them to learn problem solving skills and mathematical language such as 'less than' and 'more than', which limits their learning to begin understand the skills in calculation.

Children are encouraged to find out about and explore the world around them, to make models, use technology and begin to understand about their own past. Children freely sit at the computer and have developed good mouse control as they follow educational programmes. They concentrate carefully and use the curser to choose objects to 'click' and 'drop and drag'. They enjoy playing with toy laptops and pretending to type. They have lots of fun playing 'doctors' using a magnifying glass during role play to examine each others eyes.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. Children are very active and really enjoy playing outdoors. They learn to climb at various levels, riding their bikes, drawing lines for roads balancing through obstacle courses and show an awareness of space when crawling through tunnels. Older children spontaneously use their imagination and enjoy using the small hut for role play to have picnics. Indoors they engage in various themed role play to learn of different seasons. For example, putting on their sun glasses and sun cream to protect them from the sun and spreading out their beach towels.

They make good use of the construction toys as they sit together cooperatively making a garage for their cars. They use facial and body movements to express themselves when they pretend to be an angry tiger and play out different situations in role play. Children have free access to musical instruments and enjoy all creative activities. Children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children arrive happy and are keen to embark on their play. The carefully prepared environment and well-organised routine helps children to settle quickly and forge strong relationships with staff. As a result, children have a clear understanding of the boundaries in which they are cared for, helping them to learn right from wrong. In addition, adults deploy themselves appropriately throughout the session ensuring all children are engaged in their play and learning. Children's behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

Children are valued as individuals, treated with respect and encouraged to show kindness and respect towards one another. Children learn about their own culture and, through the celebration of some festivals from around the world, the diversity of the wider community. However, there are few books and toys to represent people of different cultures, which limits children's acceptance of people who are different to themselves.

Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. Any additional needs of children are recognised and met sensitively. Adults demonstrate a strong commitment to providing an inclusive service that meets the needs of all children attending the setting.

Partnership with parents and carers is good. Parents are greeted warmly by adults, they speak highly of the provision and the care provided. Parents know their child's key worker and they feel well informed of their children's progress, both through the informal verbal exchange of information and regular access to their children's developmental records. Parents of children in receipt of funding for nursery education are provided with good information relating to the Foundation Stage curriculum. In addition, most parents feel involved in their children's learning because the staff team are approachable and responsive, demonstrating a keen interest in the children and their well-being. Details of the group's policies and procedures are included in the group's prospectus and are available to parents upon request. In addition, newsletters and information of topics and themes being introduced keep parents informed of all relevant issues relating to the smooth running of the group.

Organisation

The organisation is good.

The day-to-day organisation of the setting is good and contributes to the positive outcomes for children. As a result, children are provided with good opportunities to access a broad range of interesting and stimulating activities to develop and support their learning. Most of the staff hold relevant qualifications in childcare and education, with others working towards further qualifications. They also continue to access regular short courses and in-house training to build on their skills and enhance their practice in the pre-school. Recruitment and selection of staff is the responsibility of the provider who checks to establish the suitability of staff working in the group is in place. There is a strong commitment amongst the staff team to continue to improve the quality of care provided within the group, this is achieved through regular staff meetings and opportunities for all staff to reflect on practice, in order to instigate change and secure improvements. All of the mandatory documentation are in place. The certificate of registration is displayed along with details of the group's public liability insurance, as a result, parents are easily able to confirm details of the preschool's registration.

Leadership and management of the setting is good. The adults work well as a team and benefit from support and guidance of the local authority. All staff demonstrate a strong commitment to provide a service that is underpinned with quality and one that is conducive to the needs of the children. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting continue to evolve and the manager and staff team continue to build on their knowledge and understanding of the Foundation Stage curriculum. All staff contribute to the planning, as a result, children receive a broad and balanced range of learning opportunities to help move them on to their next steps in learning. All staff undertake both incidental and planned observations on the children and information gained is used to inform future planning. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to: consider implementing a system of recording the planning of activities for children under two years of age; obtain written parental permission to seek emergency medical advice or treatment and provide opportunities for children to pour their own drinks and become increasingly independent.

Younger children's learning is promoted through activities adapted from the 'Birth to three matters' framework. This has been fully implemented by staff, who plan record and devise activities in relation to children's abilities for the next steps in their development. The children's registration form has been reviewed and parents are now requested to complete this prior to commencement. Children have drinking water available throughout the day for their independent access. They are also encouraged to pour their own drinks at snack time.

At the last inspection for funded education the provider was asked to: develop opportunities for children to fully progress their learning in communication, language and literacy, maths, knowledge and understanding of the world, physical and creative development and ensure parents are fully informed of future plans to enable them to reinforce children's learning.

The provision has worked with the advisor from the local authority to develop different areas designated for learning. In addition the role play, planned activities and registration time also include a wider range of the six areas of learning. Parents receive regular verbal feedback from their child's key worker on the progress of their child and areas they are working on. News letters are also sent out, which includes the themes for the term and information on funded education. The settings attention to the above issues has contributed to the quality of care and outcomes for children.

Complaints since the last inspection

Concerns were raised regarding correct adult to child ratios not being maintained, that messy play activities were not provided and that nappy changing facilities were not provided in the main room. These concerns relate to National Standard 2: Organisation and National Standard 3: Care, Learning and Play. In order to investigate the concerns, the Registered Person was asked to conduct an internal investigation and provide Ofsted with a copy, along with supporting records and documentation. Ofsted requested copies of the staff list, room registers and staffing contingency arrangements in place and asked the Registered Person to demonstrate how correct ratios are maintained at all times. Ofsted also asked the Registered Person to clarify the layout of the setting and where nappy changing facilities are located. Ofsted requested a copy of the activity planners and a list of the toys and resources available to children. In addition, Ofsted asked the Registered Person to demonstrate how the activities meet the developmental needs

of the children. As a result of the enquiries made and the evidence gathered, a Childcare Inspector Team Manager set two actions for the Registered Person to address within a set timescale in relation to staffing contingency arrangements. These actions have been addressed and confirmed in writing by the Registered Person and Ofsted is satisfied the National Standards are now met. Ofsted can confirm the Registered Person remains qualified for registered.

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):

- develop further resources and activities to promote anti-discriminatory practice for all children.

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 the system of planning, to ensure information gained through observation is used effectively to inform daily activity plans, that these are sufficiently detailed to guide inexperienced staff ensuring that individual children are being challenged at their appropriate level.
- continue to develop every day routines and activities to use language such as 'more' or 'less' to compare two numbers.

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