

Hazelwood Nursery

Inspection report for early years provision

Unique Reference Number	307154
Inspection date	04 January 2008
Inspector	Jeanne Lesley Walsh
Setting Address	38 Edgeley Road, Stockport, Cheshire, SK3 9NQ
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Registered person	Paula Linda Kneale
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?

Hazelwood Nursery opened in 1989 and is privately owned and registered to provide care for 45 children. It operates from a large detached property in the Edgeley area of Stockport. The nursery occupies four storeys of the building with an outdoor area consisting of a soft play surface and small garden area. The children are based in rooms on three floors. The nursery opens 07.45 to 18.00 Monday to Friday all year round, except for bank holidays and the period between Christmas and New Year. There are currently 64 children on roll; of these, 19 children are in receipt of nursery education funding.

The nursery employs 16 staff who all hold relevant childcare qualifications. They also receive support from a teacher from the Early Years Partnership. The nursery has achieved the Heartbeat Award for the food they serve and the Food Safety Award for the hygiene practices in the kitchen. They have also received gold level in the Stockport Healthy Workplace Award for commitment to health and safety practices.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained setting where they are learning the importance of good personal care. Children are learning about healthy exercise through both indoor and outdoor play, which is included in the general planning. They are routinely reminded to wash their hands in low level sinks at appropriate times of the day, such as before meals after visiting the toilet and when coming in from outdoor play. Pictures above the sinks remind them how to wash their hands properly. Appropriate nappy changing procedures minimise the risk of cross infection and staff have access to protective clothing when required. Staff take advantage of the opportunity to spend time with children while they are being changed. They use different facial expressions to amuse the children and capture their attention; they sing to the babies and chat to them making changing time an enjoyable experience.

Detailed information is obtained from parents and is recorded to ensure that children's individual care needs are met. The administration of medication is well documented, as are all accidents including any injuries a child may have on arrival. Staff also obtain written parental consent to seek emergency medical advice or treatment for children. There is a first aid box available on all levels of the building. All staff have completed first aid training and procedures are in place to ensure that training is kept up to date. This means that children receive appropriate care and ensures their well-being in the event of an accident or emergency.

Children's individual dietary needs are discussed with parents and they are provided with appropriate nutritious snacks including fruit, yoghurts, milk and water. At lunch time all the children sit together in small groups at low tables. They are beginning to develop independence skills as they help to serve the food and count how many children need cutlery. They eat well with cutlery appropriate to their stage of development and they return their finished plate to the serving trolley. Many children choose to have second helpings. Babies also sit around a table together in a group. They happily and confidently explore their food, make good efforts to feed themselves and are appropriately assisted by staff. Young babies are nursed when feeding a bottle.

Children are beginning to understand where some foods come from. Displays of children's work show how some foods grow on trees, under the ground and in a pod and they know that plants and seeds need sunshine and water to grow. The children have painted different foods and decided which section to put them. They talk about shopping for foods at the supermarket and how some foods come from different countries and have different textures, shapes, size and colour. Children also grow their own foods, such as carrots and turnips, which they take home and some have further extended their activities at home by baking and cooking the foods. Children are learning about keeping themselves healthy as they jointly make their own giant book called 'Healthy Body, Happy Me'. They chat knowingly about the content of it explaining to the inspector what they have drawn.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a warm, friendly and welcoming environment. The space available is well organised into different activity areas so that children can move around freely and safely. The walls are well displayed with children's work and information for parents. Photographic

evidence shows children involved in a range of activities, which gives them a good sense of belonging in the setting. The environment is bright, busy and cheerful for children and parents. Children have access to a good range of suitable toys and equipment appropriate for all ages and stages of development. These are of good quality and staff are vigilant about their safety and cleanliness. Low-level storage and low-level tables and chairs contribute to children's independence. The low-level storage means that children have easy access to a wide range of activities. However, the children have limited consistent access to a good range of natural materials and treasure boxes.

Children are secure in their environment. Safety is a priority and good security prevents children leaving the premises unattended. Regular risk assessments ensure the general safety of all play areas, which means that most hazards are minimised. Emergency evacuation procedures are clearly displayed and drills are practised regularly. Weekly comprehensive fire safety checks take place and these are always recorded. Stairs are a feature of this nursery, which occupies four floors. Safety gates are very well used and monitored and staff are acutely vigilant when escorting children up and down throughout the day. Children are learning to keep themselves safe as they make 'trains' to form a line as they approach the stairs to move around the nursery.

Children are protected because staff are well aware of signs and symptoms of abuse and they receive regular training updates. There are 11 members of staff that have completed safeguarding training at different levels, relevant to their role. The manager is the key person with responsibility to liaise with other agencies and parents as required. The safeguarding policy is displayed for parent's information and they sign a form confirming that they are fully aware of the role of the staff with regard to child protection. Children are learning about keeping themselves safe through visitors, such as the road crossing lady and the policeman. Photographic evidence shows them dressing up as the lollipop lady and policemen and practising with their own 'lollipop'. They also enjoy visits from the local firemen who bring their fire engine and talk to the children about keeping safe. Photographs show how additional activities and projects extend and reinforce children's learning.

Helping children achieve well and enjoy what they do

The provision is good.

The children are clearly happy, confident and settled in the setting. The staff show awareness of the children as individuals and give the children time and attention in order to ensure their care needs and daily routines are met. On arrival they are welcomed by staff and confidently join their friends.

The babies enjoy a bright stimulating environment and their care needs are met by the staff who know them well. The staff keep regular observation records of the children and use them to inform their activity planning, which is linked closely to all aspects of the 'Birth to three matters' framework. This enables them to plan for individual children so that they can progress and develop at their own pace. During a group sensory activity related to the story of the 'Hungry Caterpillar' the children sit closely. Some almost on top of the book looking at the pictures, others further back watching happily and occasionally distracted by other activity toys. They love the crinkly sound of the tissue paper that represents the leaves and they rub the smooth plastic of the giant yellow sunshine. As the story progresses they enjoy tasting the different fruits just like the caterpillar. They chew on the apple and banana and smell the orange. The babies are curious, content and interested and are very well supported by staff who ensure their involvement and enjoyment.

Outside, the children take turns as they help each other to wash the cars. They get well wrapped up to protect them from the cold, with their aprons on top so they can enjoy the water activities. Their physical skills are challenged as they master the climbing frame or climb up the steps to the slide and then enjoy the ride down the other side. Indoors, the children build the construction bricks and they use their imagination during role play, as they choose from a good range of dressing up clothes. At music time, the children learn to be creative as they shake and bang their instruments in time to the rhythm and they sing their favourite songs and rhymes. They are beginning to develop a good sense of responsibility as they take turns to feed the fish in pets corner. The staff have high expectations of the children and they give them time, listen and talk to them so that they feel secure, which helps them to achieve and feel confident.

Nursery Education

The quality of teaching and learning is good. The children benefit from well planned and resourced activities. All the staff demonstrate a good knowledge and understanding of the Foundation Stage curriculum and most have attended training. This is reflected in the planning documents, which are clearly informed by observations of the children. Each key worker contributes to the planning for their group to ensure that children's individual needs are included. All the activities are evaluated for content, value and enjoyment and children's next steps are planned.

The writing area includes opportunities for children to make their mark using various pencils, crayons and different coloured paper. Children are beginning to recognise their own name cards and they make spontaneous attempts to copy the letters. The staff member helps them to sound out the letters of the days of the week as they do the weather board. She talks about the shape of their mouth and the children enthusiastically copy her and are thrilled as the sound comes out. In the post office they weigh the parcels and explore mark making opportunities. They write and post their letters, write in the cheque book and make lists and messages, which they pin to the memo board. They see the alphabet letters around the room and they are beginning to realise that print carries meaning as they listen intently to well-read stories. Throughout the daily routine there are many opportunities that introduce children to numbers and counting, and posters that show different colours, shapes and size. Children sing and count rhymes and songs. They use sand timers to help them understand the concept of time and the light box provides an added dimension as the children explore the colour, shape and size of the building blocks. The height chart has stickers showing children's different height. The children experiment with the calculator and explore the computer games that help them add and choose meals or recognise sounds. They access listening equipment, such as head phones and they become familiar with keyboards in several areas around the nursery.

The Chinese costumes capture children's imagination as they begin their plans to celebrate Chinese New Year. Their activity is supported through good use of resources, such as play foods and cooking equipment, using Chinese pans, dishes and chop sticks. Information books about the different animals that represent each year and posters, books and stories all contribute to their learning. Lots of discussion and explanation encourages the children to explore the different resources and begin to initiate their own play. However, in other areas, although planning is purposeful and links strongly to all learning areas, some activities can be too directed giving limited opportunities for children to make spontaneous choices. Staff are observed to be very supportive of the children. They are aware of the children as individuals and they provide support and encouragement as required. The environment is conducive to learning. It is well organised, calm and well supervised. Children are interested in their play and they are learning.

Helping children make a positive contribution

The provision is good.

The children and parents are welcomed into the setting. The staff discuss children's individual needs with parents and ensure that all the children are included in all the activities. Access to a good range of resources and activities that promote positive images is helping the children to become aware of diversity. Resources and books raise awareness of disability and support their celebrations of different festivals. Children explore the clothing, books, jewellery, words and animals in the faith bags, which are used to further develop their understanding, and posters welcome them in different languages. Children are also becoming familiar with their community and the world around them. They have painted their own map of 'our country'. They talk about, where we live, the mountains, lakes and the rivers. More locally they go for walks to the park or the supermarket. They enjoy visits from policemen, a fireman and library staff who read them stories. Photographic evidence shows how all their visits are extended through activities, role play and books.

Children behave well in the setting because they receive meaningful praise and encouragement through a consistent and positive approach. Most of the staff have completed appropriate training and they have high expectations of children's behaviour. Children know the golden rules and staff will tackle any issues during discussion sessions and at story times. A behaviour management policy is available in conjunction with a promoting positive behaviour policy and these are shared with parents. Children are beginning to understand about being considerate and becoming aware of other people's feelings through their activities, such as 'how do you feel today'. They talk about happy and sad and they use mirrors to practise different expressions. They make their own books that remind them about their friends and about the nursery rules and they are called 'our playtime rule book' and 'our friendship book'. The children show that they care about each other as they cuddle together and help each other. Children's positive behaviour is rewarded with praise and cuddles, smiley stars, awards and certificates. They are given lots of praise and explanation and they respond well to the staff, who are observed to be good positive role models. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. There is a wealth of information displayed for parents. Staff welcome them into the setting and make efforts to develop a good working relationship with them. The settling in policy enables children to settle in their own time and gives parents an opportunity to get to know the staff and meet their key worker. Discussion with parents informs the staff about children's individual needs and specific routines and any information provided by parents is recorded and kept confidentially. Recent newsletters and discussion with staff provides evidence that new initiatives are in place to promote additional routes of communication with parents. These include their new home link programme, which aims to strengthen links for children between home and nursery. Additional opportunities are also planned for parents to discuss children's progress and development. Renewed requests are also made for parents and extended family members to become involved in the nursery activities. The staff aim to work in partnership with parents to help them to meet the individual needs of the children. This is supported through a consistent sharing of information, documentation and discussion. Discussion with several parents confirms that generally they are very happy with the quality of care provided and staff are approachable and very friendly. All say that their children are very happy in the nursery.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their individual needs. The setting offers a warm and welcoming atmosphere where children can progress at their own pace. Clearly defined areas separate the different activities and all staff work directly with the children. Appropriate records are well maintained and a set of policies and procedures help to support the smooth running of the setting. Clear recruitment and selection procedures are in place. These are followed by suitable vetting procedures, induction training and regular appraisals for all staff members. Regular staff meetings take place and systems are in place to ensure that all staff are updated daily with any issues that may have arisen. The manager leads a good, enthusiastic team who support each other to ensure the best care for the children.

The leadership and management of nursery education is good. The staff show good awareness of the Foundation Stage curriculum and most of them have completed training. All staff keep observations of the children and they use these to inform their planning. Activities are assessed for content and value and children's next steps are always planned. The key workers keep records that help to ensure that children's individual needs are appropriately met. Documentation is very well organised to demonstrate children's progress and development. Staff are very clear about their own role within the setting and they also know each others role. They have good access to a wealth of information, reference documents and new initiatives. These may relate to children's well-being or children's learning activities or their own personal development, plus much more. They are all encouraged to attend regular training courses. Records demonstrate an active training programme in the nursery is ongoing and monitored for everybody. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure books in the role-play area are inviting and in good condition, ensure the daily record of attendance includes times of arrival and departure and request written permission from parents for seeking emergency medical advice or treatment. They were also asked to improve opportunities for mark making, the educational programme for mathematics and to use development records to inform future planning.

The nursery now make good use of books in all activity areas ensuring that they are well displayed and accessible to support children's learning. Opportunities for mark making are provided in most areas, such as the shop and the writing area. The maths programme has been expanded and includes spontaneous opportunities for counting and calculating. Records show how the staff use children's development records and observations to inform their activity planning. The daily record of attendance includes times of arrival and departure and written permission is obtained from parents for seeking any necessary emergency medical advice or treatment. All of these improvements ensure that children's learning is extended and that their individual needs and well-being are being met.

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

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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):

- extend children's access to natural materials.

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 expand opportunities for children to explore, experiment and make decisions and choices for themselves.

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