

Holly House Day Nursery

Inspection report for early years provision

Unique Reference Number	307473
Inspection date	12 March 2008
Inspector	Christine Tipple
Setting Address	Mayfield Avenue, Walkden, Manchester, M28 3JF
Telephone number	0161 790 2779
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Registered person	Holly House Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Holly House Day Nursery and the 2 Kool 4 Skool Out of School club has been registered since 1993 and 1995. The nursery operates from a single storey building in the Walkden area of Salford, which is within walking distance of shops, parks and the library. Children are grouped according to their ages in four base rooms. The out of school provision is provided in a self-contained area attached to the nursery. The nursery serves families in the local community and from the surrounding areas.

The nursery is registered to take a maximum of 58 children aged from birth to under five-years-old and in the out of school a maximum of 46 children aged from three to under eight. The nursery currently has 69 children on roll of whom 14 are in receipt of nursery education funding. The nursery operates from 07.30 until 18.00 Monday to Friday all year round except bank holidays. The out of school provision has 109 children currently on roll. The out of school is open in term time Monday to Friday from 07.30 until 09.00 and 15.15 to 18.00 and children are transported to school and from various local schools in the locality. In the holidays it is open from 07.30 until 18.00 each weekday. The nursery support children who have learning difficulties and physical disabilities.

There are 20 staff who work with the children in the nursery. Of these 13 have relevant childcare qualifications. There are five staff currently attending training to achieve a qualification and one is extending their current qualification. There are six support workers also employed, these are cooks, a caretaker and cleaners. The out of school club has six staff and four escort staff, of whom five are qualified and three are extending their qualifications. The nursery is a member of the National Day Nursery Association and the out of school is a member of 4 Children network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The standards of health and hygiene in the nursery are appropriate to the children's various needs. Older children use the facilities in place to manage their personal care independently. They are aware of the purpose of washing their hands through the day particularly before snacks and meals and this is supported through the activities about keeping healthy. The out of school provision have their own bathrooms and children have access to all facilities within the provision to manage their personal care effectively. The younger children are well supported by staff in their toileting and potty training. Provision of disposable aprons and gloves are provided for staff when changing children's nappies and all children have their own baskets with their own nappies and creams. Temperature checks are carried out for the rooms and water for hand washing. The nursery have clear procedures in place in relation to the care of children when ill and this includes the exclusion periods required before they return.

Children have snacks and meals provided by the nursery. These provide a range of foods which offer the children an appropriate selection which overall are healthy and nutritious. Children have breakfast which includes the out of school provision where the children have a selection of cereals and toast. The main meals have vegetables, meat, fish, pasta dishes and salad, the children have daily fruit platters for their snack time. Water and milk are the main drinks and water is offered in the children's own cups and drink bottles which the older children access through the day. Menus are displayed for parents and these are reviewed to ensure children enjoy the meals and identify where changes are required. Clear information is in place in relation to children's dietary needs.

Physical play, activities and fresh air are provided regularly through the day for most of the children. The staff have reviewed the access for the older children and are developing an open door approach throughout the day as well as the range of experiences provided. Children enjoy being outside and the provision for the pre-school children and toddlers offer a range of resources which enhance their physical skills effectively. Children have space to run around and they use sit and ride equipment, and have opportunities to climb, balance and to manoeuvre themselves around obstacles. The babies have some equipment which enables them to climb and to pull themselves up and develop their mobility skills, which is mainly indoors as an outside area is being developed for them. The out of school children have their own area where they can have more physical activities, such as sports and group games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in suitably maintained surroundings where they are made welcome by the staff. Each room is self-contained with adjacent appropriate facilities for the children's personal needs. Overall, the resources and equipment in place provide effectively for the

children's developmental progress. The children have independent access to the outside play areas and the nursery provide a safe and secure environment for the children. Children have provision to sleep as well as eat together in each of their rooms. The out of school club offers space and good provision for the children in relation to access to the resources and relevant equipment, and for the children to relax after school.

The safety and welfare of all the children is well managed by the staff. They are conscientious in their approach. Clear risk assessments are in place which cover both the long term and daily safety checks for the building and these are monitored and reviewed. Key staff have attended health and safety training to ensure procedures are current and appropriately implemented. The clear policy and relevant procedures are promoted effectively by the staff. Access to the nursery is secure and key pads are used for access by parents. All the children participate in the fire evacuation process and this is further discussed through activities with the older children. Children have visits from the emergency services and the lollipop person in relation to road safety. Children take responsibility to help tidy up and to use tools and equipment in a safe way.

The out of school club have clear routines and procedures for the taking and collecting of children from the various schools and this works very well and efficiently. Safety is managed with the children in them taking appropriate levels of responsibility in what they do use in relation to the resources and equipment provided.

Children's welfare and safety is managed effectively through staff training and key staff taking a lead role in ensuring information in the safeguarding policy statement is up to date and shared with parents. Details of all relevant agencies and additional guidance is in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and enter the nursery happy and settled. Children aged from birth to under three years have plans and relevant activities provided which link to the 'Birth to three matters' framework, which promotes the children's developing skills. However, changes have been introduced to the planning and assessment for this age group and staff are still developing their skills and knowledge. The children access sand and water play and have a selection of creative experiences which they enjoy and are keen to try different mediums, such as glue, glitter and various collage materials. The younger children have a selection of more natural sensory materials which are provided in baskets and other displays which encourage them to explore and investigate.

Relationships established with the staff and children promote a sense of security and self-assurance for them. Staff review their areas and the range of activities and resources provided for the children to promote their ongoing interests. The key person system is working well and continues to be developed through staff's observations and assessments which are kept in their key child's own file. Photographs and links with the children's learning and progress provide parents with a well informed account of what their children are achieving. Communication and interaction with the children in developing their language skills is managed well and staff engage and involve the children through their play. Cuddles and comfort times are ongoing and support the children to have a positive sense of belonging.

The out of school club has a variety of activities which the children are involved with in deciding what they want to do. This is further extended in the holidays where more detailed plans are discussed with the children, such as outings and more sporting activities.

Nursery education

The quality of teaching and learning is good. Staff work well together to provide the children with a full and interesting curriculum which cover the learning goals effectively and supports the children's progress. Staff are developing a more child-led approach to the children's individual learning. Staff have their allocated key children and this builds positive relationships which support them. Children have a good level of free play in the areas provided which cover all the early learning goals. They are confident in what they do which enhances their levels of independence. Staff provide plans which are an overview of the areas of learning and these are flexible to fit in with the children's interests. The staff observe and assess the children and this is recorded in each child's file. This provides very good details of each child's next steps to effectively take them forward which is reflected in future plans.

There are suitable resources in place to enable the children to select their own name cards and assist them with the recognition of the letters which formulate their name. Displays and labelling of resources help the children to see words and letters around them. More able children are developing their skills in relation to the use of phonics. Children have suitable opportunities to mark make as they have reasonable access to clipboards, jotter books, pens and paper which is not always sufficiently extended in all areas. Stories are made more interesting for the children with the use of story sacks which involve the children in using props. However, the range and choices on offer in the book area are not sufficiently extended to ensure children's ongoing interest. Interaction and communication with the children by staff is good which encourages the children to express themselves and to extend their vocabulary.

Mathematical language is used with the children through their everyday play. Children regularly count to 10 and beyond. More able children recognise the correct number. Children use a range of resources which promote size, shape, weight and volume, such as baking. They use other mediums, such as water and have various sized utensils to fill and gauge how much more is needed. Games and other team activities and songs add to the experiences children have to use numbers and problem solve. Children have a digging area which provides opportunities for them to explore and investigate. Children grow and nurture seeds and plants and understand the importance of providing water and sunshine. There is a selection of different sized resources for the children to construct and build with and this is extended outside in building dens and bridges across the mud. Children use the computer and access games which support the children's learning in relation to language and number.

Creative activities are well supported with a good selection of resources which the children self-select. This enhances their interests and ideas and enables them to explore different mediums in relation to colour and texture. The children thoroughly enjoy their role play and this enhances the children's opportunity to express and act out their own experiences. Children use the outdoors as an extension of the activities and learning opportunities inside. However, this approach is in the early stages and the layout and purpose of the outside area is not yet fully extended for the children in relation to all areas of the curriculum.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well supported by the staff. Children are familiar with the routines which enables them to take part and enjoy the activities provided and develop their confidence and ongoing independence. Children have trusting relationships with the staff due to the key person approach which provides continuity for them. The nursery offers a reasonable selection of resources which promote diversity and the wider world. The children have activities which raise their awareness of other cultures and festivals, such as a visit to the local China town where they ate at a restaurant. Visitors into nursery provide additional information and understanding, for example, about people who help us. Children with additional needs are supported in the nursery and in the out of school club. Staff work closely with parents and other agencies as required to provide for each child's needs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is managed effectively by staff. Older children are confident in the routines and expectations in place about their behaviour. Overall, the children use their manners appropriately and this is encouraged to ensure the children remember. The younger children are learning to play cooperatively and are in the early stages of sharing. Staff provide a caring approach to support the children in this. Children are praised and encouraged in what they do and a reward system provides additional goals for the children in managing their behaviour and to be kind and helpful. Younger children are held and cuddles are provided as part of the ongoing reassurance needed on occasion for all the children. The out of school club children devise their own rules with staff and these include support and guidance in relation to bullying.

Partnership with parents and carers is good. There is a range of information in place for parents. This includes all the policies and procedures and a parents welcome pack. Each room has a notice board which provides information for parents. This includes the activities taking place and photographs of the children at their play and learning, as well as training undertaken by staff. The parents have ongoing access to their children progress files and can discuss these with their children's key staff. Parents can contribute with their own comments which are welcomed by the nursery. The younger children have daily sheets completed for parents on their children's feeds and personal care. There are daily opportunities for parents to talk with the staff and exchange information, such as changes in the routines and other issues or how much the children have enjoyed their day at nursery. Parents are encouraged to make suggestions and provide feedback for staff and management through the suggestion book.

Organisation

The organisation is good.

Children are happy and are engaged in the activities provided in the nursery and out of school club. The nursery is organised in its approach. Staff are committed to the children and to their care and learning and the key person system improves this by providing a consistent approach and understanding of each of their key children. The space and facilities provide for the children's needs overall, however, the younger children's access to the resources and allocation of space and style of furniture does not yet fully promote their developmental needs effectively.

The range of policies and procedures support the ongoing practice in relation to the children's safety and welfare. These are reviewed so they remain up to date and are shared with all staff and parents. Clear and detailed recruitment, selection and induction procedures are in place

which ensure the suitability of staff employed. All other records and documentation are appropriately maintained and kept secure and ensure confidentiality.

Leadership and management is good. Staff work well together and are receptive to change and development. There are regular full team and individual room meetings which are recorded and enable staff to take responsibility for their areas and to contribute as a team to the nursery and out of school development. This links into the nursery monitoring and evaluation system which looks at both the care and education and this provides an action plan on ways to improve and build on current strengths. Staff supervision and appraisals have been improved so they are more effective in identifying staff's training and developmental needs, which are supported by the management. For example, access to child protection training, challenging behaviour, phonics stage one and managing story time. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last care report recommended that the nursery ensure health and hygiene procedures are fully implemented; to develop a procedure in relation to lost and uncollected children; ensure the safety of the outdoor play area and to raise staff's awareness of children's needs particularly under two- year-olds which includes access to appropriate play and resources.

Since the last inspection the nursery have a clear policy in place for lost and uncollected children which is shared with parents. The unit which accommodates children under two-years-old has developed their knowledge of caring for this age group, this has been through staff appraisals and additional training. There is some improvement in the resources to ensure children's needs in relation to activities and accessibility are developed. Outside has been reviewed and a tree removed. A high fence is in place around the nursery which provides security and a safe environment for all the children. The procedures in place take appropriate steps to promote good health and hygiene practices which are mostly carried out consistently by all staff.

The last funded education report recommended the nursery develop the ongoing opportunities and availability for the children to promote their large motor skills through the access to larger equipment and activities; the staff to develop the links more effectively between their observations and assessments of the children to ensure they record individual children's next steps to their progress and staff and management to develop a system to monitor and evaluate the effectiveness of the nursery education and care provided.

The nursery have extended the range of resources and experiences for the children which promote and enhance their physical skills by access to larger equipment and related activities. The links to the observations and assessments have greatly improved and provide details of individual children's progress and identify their next steps clearly. The management along with the staff have developed the process of self-evaluation and in reviewing the effectiveness of all areas of the nursery and out of school provision. This has identified areas which need to be developed and to further extend good practice.

Complaints since the last inspection

Since 1 April 2004, Ofsted received two complaints relating to National Standards 12: Working in Partnership with parents and Carers, National Standard 13: Child Protection, National Standard 14: Documentation, National Standard 1: Suitable Person and National Standard 2: Organisation.

An investigation was carried out in relation to the first concern by Ofsted. Actions were raised in relation to this and resulted in the provider revising the nursery's Child Protection Policy and Procedure. Ofsted was satisfied with the response to the actions and the provider remained qualified for registration.

With regard to the second concern an investigation was carried out by Ofsted and as a result actions were raised. Ofsted received a satisfactory response to the actions which were confirmed in a monitoring visit in January 2005. Ofsted was satisfied that the provider remained 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 organisation of space, furniture and access to resources for the younger children in promoting their ongoing developmental needs
- continue to review the planning and assessment process for children under three years to enable staff to develop their skills and knowledge.

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 the layout and purpose of the outside areas which continue to extend the opportunities for the children in relation to all areas of the curriculum
- develop the children's access and the range of books provided in the book area and extend the mark making opportunities throughout all areas.

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