

# Hugo and Holly Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY356746
<b>Inspection date</b>	28 April 2008
<b>Inspector</b>	Hilary Elizabeth Tierney
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<b>Registered person</b>	Hugo and Holly Day Nursery
<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?

Hugo and Holly Day Nursery is one of two settings that are privately owned. This setting has been under the new owners since June 2007. It operates from a converted Victorian four storey house within walking distance of the city centre of Gloucester. The care of children takes place on three floors of the house. There are five play rooms and an enclosed garden for outside play with a bark surface. The nursery serves the local area.

The nursery may provide care for 42 children under eight years of age. There are currently 48 children in the roll, which includes a total of 17 receive funding for nursery education. Children attend for a variety of sessions. These are from 08.00 until 17.30. The group offer support for children with learning difficulties and/or disabilities and those who have English as an additional language.

A total of 12 staff work directly with the children, this includes the nursery manager, supporting manager and senior manager who work across the two setting. All have appropriate childcare qualifications and have completed first aid and child protection training. The nursery have regard to the Reggio Emilia educational approach.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children have a good awareness and understanding regarding personal hygiene. Staff encourage older children to wash their hands before meals, snacks and using the toilet. However, the younger children do not always have their hands wiped or washed before eating. Staff are good role models, children see them cleaning tables with anti-bacterial sprays, washing their hands before they prepare food, after wiping children's noses and they wear protective aprons when serving meals. These procedures all help to prevent the spread of infection and maintain high levels of hygiene within the nursery. There are clear procedures for staff to follow should a child become ill when at the setting, parents are contacted immediately. Any accidents that may occur or any medication administered to children are clearly recorded and shared with parents.

Children are beginning to learn about healthy eating. They benefit from a varied and balanced diet, including fresh fruit and home-cooked food. Staff are aware of children's individual dietary needs and these are met well. All children have regular and easy access to fresh drinking water. Older children are able to pour their own drinks during sessions and at meal times. Younger children are offered drinks regularly by staff during the day.

Children have access to a lovely well designed outside play area where they play, explore and investigate. Inside they have a 'gym' room which includes soft play, tents and balancing beams. Outside children are able to balance on logs, become confident in climbing and riding bikes. They have great fun exploring and finding worms and bugs in the soil and bark. They proudly show the staff what they have found. Children were seen weaving strips of coloured, shiny paper through netting that is attached to the shed. They confidently thread the strips they have cut, watching them blow in the wind. A group of children were observed inside in the 'gym' where they created an obstacle course of balancing beams, tunnels, hoops and balls. The children thoroughly enjoy this activity and all take part with great enjoyment. The younger children have space to roll, crawl and explore in their rooms, they are also taken on walks around the local area.

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

The provision is good.

Children are cared for in a warm, welcoming environment. The premises are decorated with samples of children's work which include photographs, craft products and mobiles of natural materials. Space is used effectively to meet the needs of the children. Rooms are used on rotation which enables children to have a range of experiences and play opportunities. Resources are of good quality and condition and include a range of natural materials that children may explore safely. They are easily accessible for all children. Babies and young children have a lovely range of natural resources that they can safely play with. They explore contents of baskets that are interesting and fun which include wooden spoons, corks, mirrors, paper cups and small wooden rolling pins.

Children are safe in their environment because the staff are vigilant in their supervision. All necessary precautions are in place to help keep children safe. Gates restrict children's unsupervised access to the stairs and the front doors remain locked and chained at all times. The enclosed garden enables children to play safely. Clear explanations from staff ensure that

children start to take calculated risks and keep themselves safe, for example, balancing on the logs in the garden, walking behind the shed and climbing out the other side. Risk assessments are completed for outings and around the premises. Fire evacuations are practised with children and clear records kept.

Children are well protected. Staff are very clear about how they safeguard children. They have clear procedures to follow in the event of having any concerns about children in their care. Existing injuries are recorded and shared with parents. Key staff have completed child protection training and are confident in dealing with any concern they may have.

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

The provision is good.

Children enjoy their time at the nursery, they feel secure with the established routine. They are relaxed and happy as they interact with the staff. The good range of activities provided for the younger children means that children are progressing well in their development. Staff use the Birth to three matters framework, along with building on children's interests effectively to create a stimulating range of activities. Interactions are good between the staff and children, as the staff are relaxed and attentive towards all children. The younger children are motivated to learn and staff allow them to explore, discover and develop activities for themselves, for example, children were observed during a painting activity, having great fun feeling the texture of the powder paint and discovering what happens when water is added. A child decided to put all the powder paints on their paper and mix them up with no water. The child took great delight in discovering the different colours that occurred as the red, blue and green powder were mixed together. The children then added the powder paint into the sand and discovering the textures and colours this made. Another child then decided to add water to the sand. All children took great delight in feeling the texture of the wet sand and making sand castles. All the time the staff only intervened when children requested them to help and to ask meaningful questions to extend children's thinking.

### **Nursery Education**

The quality of teaching and learning is good. Older children are happy, confident and relaxed in the stimulating environment where they are able to progress well in all areas of learning. Staff are growing in their knowledge and understanding of the Foundation Stage. They help and motivate children to learn and explore. The staff are developing their planning and assessment of children well, however, it is not clear in the planning how staff help individual children progress and develop. Children are interested in what they do and the choices they have, this means they are able to concentrate on what they are doing and sit for long periods of time fully engrossed in their activity. For example, children enjoyed playing with the wet sand, they put it on the table and use rolling pins to roll it flat, they 'drive' their cars through it, press it flat, feel the texture and put more on the table rolling it. They talk happily to each other as they explore the texture, shapes and patterns being made by the toy cars, rolling pins, knives and their hands. Children are given time to finish activities or return to them later in the day. They are supported well by caring staff, who allow them time to think and answer the open questions they have been asking them.

Children enjoy songs, music, rhymes and looking at books alone or together with staff. They speak clearly and are beginning to link sounds and letters through careful guidance from staff. Children are able to make marks and begin to understand the meaning of words. For example, all children have their own shelf on which they have written their own name label. Staff ensure

they speak clearly to children at all times to help children develop their language skills. Children enjoy role play and develop their imagination effectively as they play. They were observed playing in tents, playing in the light room and making snake sandwiches.

Children have lovely experiences in the garden where they can explore and investigate living things. They were seen finding worms and bugs in the bark area. The staff help them and talk to them about what they have found and what they should do with them. Children select tools for their purpose which include glue sticks and scissors. Children were seen threading strips of shiny paper in the netting on the shed, making complex models with recycled materials and sharing their excitement with the staff and each other as they achieve their goal. Children have a good sense of time and place and are able to recall previous activities and what they have done at home. Children are confident in using technology, they use a digital camera confidently and understand how to use the overhead projector when in the light room.

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

The provision is good.

Children have good self-esteem and are confident in their surroundings. Children are cared for by staff who enjoy being with them and treat them with care and concern. Children are supported as individuals and their needs are met well. Staff work closely with parents and other agencies to ensure the care provided for all children is effective. Resources are balanced and reflect the diversity within the community.

Children are well behaved and understand the boundaries set for them. They settle quickly into play and learn to share, take turns and interact with others around them. Children learn that they are part of a family and are able to see siblings through the day, such as meal times and at the end of the day. Children are polite and caring towards each other, they were observed using 'please' and 'thank you' to each other with no prompting from staff. For example, a child asked for a dustpan and brush from another child, so they could sweep up sand from the floor. When the child gets the dustpan and brush they automatically say 'thank you' to the other child. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. They are provided with good information about the nursery and curriculum which means they are suitably informed about their child's care and education. Parents speak highly about the nursery and expressed how happy they are with the care provided, information they receive and commented about how caring, approachable the staff are. All staff encourage parents to share what they know about their child and the use of detailed daily diaries help in the sharing of information about the child's day at nursery. Regular meetings with staff mean that parents are well informed on their child's progress.

### **Organisation**

The organisation is good.

Children are cared for by a hard working team of staff, who strive to provide high quality child care for all children attending. The staff work well together and the operational plan works well in practice, so that children receive good levels of supervision at all times. There is a key worker system in place that works well and ensures that children build good relationships with staff. All legally required documentation for registration is in place. A detailed complaints procedure and log are in place. Registration systems for staff and children are detailed and the room supervisor of each group takes responsibility for recording children's attendance. A visitors record is used.

Leadership and management are good. The management have clear visions for the nursery and are working hard to ensure these are met. Good staff development and training helps staff develop and achieve success and become good role models. A clear system of monitoring and evaluations of the Foundation Stage of learning and Birth to three matters framework identify strengths and areas for improvements. Senior staff support offer effective support and encouragement for all staff which helps to promote good team working. All staff are highly committed to providing good quality childcare and education for all children. Robust systems are in place for the appointing and checking new staffs' suitability. This ensures that only suitable people work with the children.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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 complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- ensure that hand washing procedures include the younger children, so they begin to understand about personal hygiene routines

#### **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 links between planning and assessment to help adults identify children's individual learning and developmental needs.

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)