

Hawes Side Nursery

Inspection report for early years provision

Unique Reference Number	EY362182
Inspection date	29 July 2008
Inspector	Margaret Baines
Setting Address	Hawes Side Primary School, Pedders Lane, BLACKPOOL, FY4 3HZ
Telephone number	01253 839397
E-mail	moorevillanursery@yahoo.co.uk
Registered person	Sarah Louise Carney
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 inadequate - notice of action to improve. The registered person does not meet 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?

Hawes Side Nursery is situated in Blackpool within the grounds of Hawes Side Primary School. The registered provider is the owner. The nursery is set within a modular building and offers three rooms, adjacent kitchen and toilets, staff facilities all on the ground floor level and an outdoor play area. Registration is for a total of 52 children aged under five years. The nursery is open from 07.30 to 18.00 each weekday all year round apart from bank holidays. There are currently 36 children on roll. The staff members hold childcare qualifications. Advice, support and training are gained from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning the importance of hygiene because staff talk to them about why they must wash their hands at certain times of the day. Children are learning to manage their personal needs as they competently wash their hands after using the toilet and before snack and lunch

times. Children are developing an understanding of how they feel after exercise and what happens to their bodies when they are active because staff remind them to have a rest and seek a drink.

Children are aware that they must wear their coats and hats when it is cold and windy outdoors and likewise must use sun cream when it is hot. However, staff did not initially provide children with sunhats during their play in the very hot sun. The setting has policies in place that ensure children's health needs are met in a satisfactory manner. Signed permissions are in place should there be an accident or an emergency and most members of staff hold a first aid certificate. Consequently, children's health is protected should an emergency situation occur.

Children are developing an awareness of healthy foods through planned activities and in daily routines. They enjoy the fruit at snack time and a range of healthy meals. Children know when they need a drink and confidently seek one from the water jug and tumblers made available for them indoors. However, no drinks were available for children when playing outdoors on a warm day. Younger children are supported by staff to obtain a drink. Children enjoy the opportunities of physical play in the outdoor area although the resources are limited at present. They participate in daily physical exercise, for example, they run, climb and negotiate a pathway in the outdoor area. They also enjoy playing with tricycles and prams. Children enjoy music and movement sessions as they learn to coordinate their bodies and move safely.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and, in the main, safe indoor and outdoor environment. However, an item in the outdoor area could pose a hazard to children. Resources are readily available for children to make choices from because staff plan the environment to ensure children are stimulated effectively. Children learn to keep themselves safe because staff talk to them about safe procedures and reinforce safe practices. For example, staff ask children to pick up toys and not to run, and remind them to be careful. The setting has a health and safety procedure in place which effectively minimises the risk to children and helps to keep them safe as they play freely. Children have practised the emergency evacuation procedure. Consequently they are learning about keeping themselves safe.

The nursery is welcoming to parents and children, being enhanced by good examples of children's own work, which is attractively displayed. Photographs of children at play also reflect the positive ethos of the setting. Children enjoy their play in a setting where they can move freely and without restriction as they access a good range of play materials and choose activities and resources from those set out. However, there are few resources at present made from natural materials for children to experience and enjoy.

Children's welfare is further protected because staff are clear of their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur which requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery happily and go to play confidently choosing activities organised for their enjoyment. Children demonstrate independent learning skills. They enjoy creative play,

for example they make a collage using shapes and enjoy playing with the play dough. Children also enjoy the small world toys, for example the cars and the trains. Children are beginning to form relationships and make friends. They are developing good imaginative skills as they enjoy the role play where, for example, they make a cup of tea for staff.

Children enjoy circle time where they share news about the events that are important to them, including family outings and holidays. Their curiosity and eagerness to play and learn are fostered through the choice of activities and the areas of continuous provision. Children under three enjoy activities which reflect the 'Birth to three matters' guidance. The very young children enjoy a range of resources which provides them with good choices of play, supported by good interaction from staff to ensure that their individual needs are met effectively.

Nursery education

The quality of teaching and learning is satisfactory. Children's individual learning needs are ably provided for by curriculum planning that relates to the stepping stones. Children's desire to learn is stimulated by the range of activities organised, for example, craft, construction, free play, imaginative play and learning through technology. Children select resources for their play ideas and freely move around the areas of continuous provision to settle to read a book, play in the home corner or design a tower or a bridge in the construction area. They also enjoy some outdoor activities, although these are limited at present. Children have opportunities to learn about living things, for example, they have grown some plants from seeds.

Children persist at their play for good periods of time and concentrate in the group times that are focused by staff to encourage their sharing and listening skills. Their progress is assessed by staff, therefore the next steps in the children's learning are identified. Information from parents at admission is used to begin to plan for individual children's needs. Children's specific achievements of stepping stones towards the early learning goals are recorded within their development records.

Children are making satisfactory progress in all areas of learning, supported by teaching that stimulates their curiosity and motivation to learn. Staff use a variety of teaching methods to ensure that children learn through play. For example, children enjoy a one-to-one session with their key worker; they also work in small groups and enjoy the larger group times. Children use number readily in their play and can count to five and some beyond. However, at present there is no designated maths area, therefore children's opportunities to engage in activities which develop this area of learning are limited. Children are learning about shapes, for example, they can identify a circle and a square. Children are beginning to recognise numbers but there are few displayed to help children make connections in their learning, neither are there letters or labels clearly displayed. However, children do have opportunities to recognise their name, for example as they participate in self-registration. Children have access to a variety of books but at present this area lacks interest and is not organised sufficiently to promote children's enjoyment and learning.

Children are developing their communication, language and literacy skills as they eagerly use their range of vocabulary to express their ideas during circle time. They talk about events at home and their future plans. They enjoy story time and music and movement, where they enthusiastically sing songs and rhymes. They have access to musical instruments as they develop their skills to recognise loud and soft sounds. Children show good care and concern for each other and readily relate to each other's experiences and news. Their good self-esteem is encouraged by staff who talk to them about home and their community. Children also have

access to technology to promote their learning and they learn about our wider world through aspects of the curriculum planning. However, there are few positive images displayed within the nursery to promote children's learning about diversity.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome as they enter the nursery. Staff are calm and caring, which helps children to settle in this environment. Children hang up their coats on arrival and go to play. Children are valued and respected because staff ensure they get to know the children well. Children have the opportunity to engage in all aspects of the curriculum whether they attend daily or on a part time basis, supported by an effective key worker system.

Children are learning to take responsibility for their behaviour because staff follow positive and effective strategies for helping children learn to manage their behaviour. Children are learning right from wrong because staff are consistent and are good role models, having high regard for each other and the children. Children are reminded if they are being unkind or unhelpful, therefore are learning to manage their behaviour. They are well mannered as they ask for a drink, saying please and thank you.

Partnership with parents and carers is good. The effective partnership contributes significantly to children's wellbeing. Parents are provided with information about the care provided for their child, although at present that information is limited. Parents' views are actively sought through daily chats and close links with the key worker. Parents also receive newsletters to update them on aspects of the nursery. Parents learn about their child's development through discussion and opportunities to view the children's records of achievement. Parents are encouraged to be actively involved in their child's learning. For example, they provide detailed information at the time of the child's registration and contribute to topics. They also update the key worker on any significant changes and development. This ensures children's individual needs are met and good links are made with home.

Children's spiritual, moral, social and cultural development is fostered. They learn about their community and other cultures as they engage in activities which promote their understanding. However, at present there are few positive images of our diverse society displayed within the nursery. Children are learning to play together as they begin to share and take turns. For example, they sit quietly as they wait for their snack, and share the fruit.

Organisation

The organisation is inadequate.

Children are cared for in a spacious environment which provides them with both active and quiet areas to ensure they experience a good variety of play throughout the day. Children's needs are met as all legally required documentation is available. However, the registered provider has failed to inform the regulator of a change in circumstances, therefore a mandatory requirement has been breached.

The setting has a system in place for vetting and clearing all staff, however the person responsible for the day-to-day management of the setting has not completed the required vetting procedure. This is also a breach of a mandatory requirement.

The leadership and management of the setting in relation to nursery education are satisfactory. Staff work together effectively as a team and support each other in their roles. The manager supervises the planning for all children with input from staff to ensure that children's individual needs are met. Training is promoted for all staff to increase their knowledge and skills and to improve their practice and, therefore, the care of the children. Staff performance is monitored through direct observation and staff meetings. A staff appraisal system has yet to be introduced.

Overall, the provision does not meet the needs of the range of the 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that the regulator is informed of any changes and that the person in day-to-day control completes the required vetting procedures.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 organisation to ensure that children have good opportunities to experience a range of activities and provide children with a good range of appropriate size print to enhance their learning
- enrich the environment by providing examples of positive images of race and culture.

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