

Hollybrook Nursery

Inspection report for early years provision

Unique reference number EY367425
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Inspector Denise Sixsmith

Setting address Hollybrook House, Brookdale, Heath Charnock, Chorley,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Hollybrook nursery has been registered since April 2002 and is managed by an independent company limited by guarantee since 2008. It is situated at the end of a private road in Heath Charnock, Chorley, Lancashire. The nursery is part of the providers house and has a separate entrance. There are three rooms to accommodate a maximum of 17 children on the Early Years register. Two of the rooms are for the two to five years olds. The under 2's room is adjacent to one of the older children's room. The nursery is open each week day from 07.45 to 18.00 for 50 weeks of the year. All children share access to a secure outdoor play area. There are currently 16 children attending who are within the Early Years Foundation Stage. Presently there are no children on roll with learning difficulties or who speak English as an additional language.

There are seven staff employed to work with the children, the majority of whom have appropriate early years qualification at various levels. Additional staff are employed for cooking and house keeping duties. The setting receives support from the local authority. The provision is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Staff have developed trusting relationships with the children and their parents. They work well together to ensure that the individual needs of the children are known and met. Information is shared with parents prior to children starting to ensure that a link between home and the nursery is established ensuring children's welfare needs are met and they settle well. Staff ensure that the environment is inviting and provides appropriate challenges for children to learn and develop through play during the Early Years Foundation Stage. However, systems for undertaking risk assessments and planning and assessment to support learning and development for children are less well developed. The process of undertaking formal self-assessment has been initiated and is ongoing to assist the management team to better identify the settings strengths and the areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop staffs understanding of the assessment and planning systems to better identify and enhance children's learning styles, developmental progress and next steps in learning towards the early learning goals
- review the risk assessment regularly to ensure that all reasonable steps are taken to minimise hazards to children both indoors, outdoors and on all types of outings
- review and update the system used for the recording of assessment information for the suitability of staff, in particular, ensure the recording of

CRB disclosures is in line with requirements

- review the key worker information sharing system to ensure that correct information is shared with parents at all times.

The leadership and management of the early years provision

The setting has a range of policies, procedures and practices in place to protect the children. All records required for the safe and efficient management of the nursery are in place and completed consistently by staff. Clear and sound procedures are in place for recruiting and vetting staff and induction for new staff contains the required aspects. However, the required record for the suitability assessment of staff has not been updated to meet new requirements. Policies and procedures are in place as well as complaints information for parents. Staff ratios and qualifications are in line with requirements and a training development plan is in place. However, staff have not recently accessed training to assist them to enhance their skills and knowledge to deliver the EYFS framework. Systems for monitoring the quality of the provision are at an early stage of development and do not fully critically assess the strengths and weaknesses of the setting. Parents are encouraged to share what they know about their children when they first start to ensure their welfare needs are met. However, the system for sharing what children know is not as well developed to assist in children's learning and development.

Arrangements for safeguarding children are sound because staff have a clear knowledge of safeguarding children, parental consents and accident and incident records are in place. Although a complete risk assessment of the premises is in place, this has not been regularly updated, consequently a number of risks have not been addressed and assessments for all types of outings have not been included. Staff follow clear procedures to promote children's good health and well-being. For example, accident and medication records are in place and shared with parents as required.

The quality and standards of the early years provision

Staff ensure that children are happy, settled, and developing a positive disposition toward learning, making relationships, as well as exploring the world they live in. They appropriately ensure that children develop good personal habits and an understanding of their own needs. For example, they encourage them to washing their hands routinely, clean their teeth, help themselves to water and make healthy choices at snack and meal times.

Staff are careful to promote good health and well-being for all children through good practice taken to prevent the spread of infection, and appropriate action taken when children are ill. A key workers system is in place and whilst this is effective for the older children, it is not always as effective for babies. For instance, the daily diaries are not always completed by staff who have spent time with the children resulting in an instance of misinformation about lunchtime food content being provided for parents. Staff ensure that the children are well nourished

through homemade meals cooked on the premises and all children have ready access to fresh water.

The staff place importance on learning respect and consideration for all adults and peers and as a result, young children show good levels of consideration for their ages. They are helpful, can share and offer support spontaneously for other children who are upset. Local outings to the library and swimming are used well to teach children about safety on the roads and 'stranger danger'. Activities and resources enable children to enjoy an active lifestyle, Wellington boots are available for all the children to enable them to play out in inclement weather. A large climbing frame provides challenge for children in developing their climbing skills whilst a board containing an exciting selection of handles, locks and bolts enables them to develop their manipulation skills.

Children of all ages have plenty of opportunity to explore texture, for example, they concentrate well at spreading glue and picking up seeds, glitter, lentils and pasta twirls to sprinkle on their work. Babies explore through their senses and sit comfortably with staff, surrounded by a variety of cushions, while they explore the feel of different textured materials and balls. Staff provide good role models for the children and ensure that positive behaviour is praised and children's achievements valued, consequently, children's behaviour is good.

Plans for each child are not systematically written since the old system of planning ceased. Planning of the activity programme is undergoing review and consequently is not fully developed, although staff are receptive to undertaking their own planning. Assessment of children's development is in place with staff undertaking ongoing notation of children's achievements, however, these are not being used effectively to develop future planning. Staff observe children and know each one's individual needs and stage of development due to the small size of the nursery. They provide a bright, pleasant and well resourced environment where children have choice and can develop their learning generally well across all six areas of learning. Parents spoken to are very supportive of the nursery and feel that it has a friendly atmosphere where they feel confident that their children are secure and happy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.