

# The Hipperholme Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY251317

**Inspection date**

24/08/2009

**Inspector**

Cynthia Walker

**Setting address**

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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 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**

The Hipperholme and Lightcliffe Private Day Nursery was registered in 2003 and is privately owned. The nursery is situated in a converted house on the outskirts of Halifax and serves the local community. Children have access to a baby room and a room for children age two to three years on the ground floor. The first floor includes rooms used by children aged three to five years using pre-school and sessional care and older children accessing the out of school club. There is an enclosed outdoor area with direct access from each room with an all weather area. The nursery is open from 07.30 until 18.00 from Monday to Friday, throughout the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 67 children under eight years may attend the provision at any one time. There are currently 108 children on roll, of which 103 are on the Early Years Register. Children attend for a variety of sessions. There are 23 members of staff employed to work with the children, of these, over half hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children enjoy their time in the nursery and staff provide interesting learning opportunities which meet the children's needs and effectively promote their welfare. Effective links with parents and others enables the nursery to work in partnership in ensuring the needs of all children are met by valuing each child as a unique individual. The nursery has an accurate understanding of its strengths and weaknesses and plans for the future are identified.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the methods of analysing observations and ensure the information on children's future learning is reflected within the programme of activities
- review the procedures for maintaining the written records of complaints to ensure confidentiality is maintained.

## **The leadership and management of the early years provision**

The staff work as an effective team to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the nursery is effectively organised and promotes children's needs. There is a comprehensive range of policies which are reviewed annually and are reflected in practice, for example, behaviour. Although the nursery maintains a record of

complaints and their outcome, the presentation of this record does not consistently maintain confidentiality. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. The nursery is committed to the continued development of the staff team and uses the annual appraisals to identify and target future training needs.

Self-evaluation is effective in identifying the strengths and weaknesses of the nursery and reflects the involvement of the staff team. The nursery has identified targets for improvement which includes more effective use of the outdoor area. Detailed risk assessments that include clear review dates ensure the nursery take effective action to eliminate and manage identified risks within the nursery. Regular evaluation of accident records actively supports children's continued safety. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers receive effective information about the nursery which is reflected in a clear parent pack and notice boards within the building. Regular newsletters from the provider and the individual units within nursery ensure that information is regularly updated. Parents and carers are well informed about their children's progress through regular discussions with key workers, daily record sheets for the children under two years and parents' evenings twice a year. There is active involvement with feeder schools and effective procedures are in place to support children's transition to school.

## **The quality and standards of the early years provision**

The staff team effectively encourage the children to have a positive attitude to learning by interacting and supporting children at activities both in and out of doors. Regular observations are being completed which are included in simple books for the younger children and interesting key worker files for children over two years, and are enhanced by children's art work and photographs of their involvement in activities. The children's future learning is identified in the planned observations, however, future learning does not consistently reflect how staff will move individual children to the next stage of their development. Staff use monthly meetings to discuss individual children's next steps in learning which are recorded either on sheets or in a file for children over two years which all staff can access. Although staff have a sound understanding of individual children's learning, the quality of the planning sheets does not reflect the identified next steps in learning for individual children. There is a balance of adult and child-initiated activities and recording of changes to the enhanced provision reflects the staff's responses to children's interests. The constructive organisation of the nursery encourages purposeful play and exploration which enables children to make independent choices and be active in instigating their play and learning.

Children under two years enjoy exploring their senses as they sit in a shallow tray containing porridge flakes and let it run through their fingers or use a small spade to carefully observe the flakes they have dug up fall slowly on to the tray. Older children demonstrate good imagination as they re-enact experiences from home as they prepare porridge for the dolls. They skilfully interlink the role play area to the

train track as they pretend to go on a journey to grandmas and announce they have arrived as they push the dolls back to the role play area. Interesting individual drawings stimulated by the children's visit to a safari park reflect a variety of creatures with written explanations stating, for example, 'I saw a rhino playing in mud, I liked him best'. Displays throughout the nursery reflect a wide range of colourful art work and younger children carefully paint their hands to make hand prints then enjoy squeezing the paint through their fingers. Children are confident communicators and use language to negotiate at play or to explain that they are making a museum where people can watch on television.

The nursery is committed to good quality care which promotes children's health and well-being. Involvement in growing vegetables in the nursery garden and using fruit from trees in the play area to contribute to their snacks and meals, constructively reinforces children's understanding of healthy eating. Children develop an understanding of dangers and how to keep safe as they negotiate the stairs from the playroom to the outdoor area or respond to clear explanations from staff whilst playing outdoors. Regular access to a stimulating outdoor area encourages children to develop their physical skills as they confidently negotiate the large climbing frame or carefully manoeuvre the wheeled toys around a track or on the decking. Children have established positive relationships and behave well in response to the calm and consistent responses from staff. They play harmoniously together and work co-operatively at activities as they take turns and share resources, for example, at construction or making simple sand castles.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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