

Hawes Side Nursery

Inspection report for early years provision

Unique reference number EY362182
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Inspector Lesley Sharples

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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).

Description of the setting

Hawes Side Nursery has been registered since August 2007. It is situated in the south shore area of Blackpool, within the grounds of Hawes Side Primary School. The registered provider is the owner who also has two other nurseries in Blackpool. Facilities for children within the modular building are all on ground level, comprising of a baby room, toddler room and pre-school room. There is an office, kitchen, toilets and staff facilities with an adjacent hard surface outdoor play area.

The nursery is registered on the Early Years Register for a maximum total of 52 children. There are currently 88 children on roll, of whom 12 are under two years. The nursery is open from 07.30 to 18.00 each weekday and all year, apart from Bank Holidays and Christmas. The setting has strong links with the school as most children go on to attend there.

The staff team of 11 is led by a qualified manager and supported by the registered provider. All staff hold National Vocational Qualification Level 3 certificates apart from two who have a Level 2 certificate. One member of staff holds a level 4 certificate and another has almost completed the course. There is also a nursery cook who works part-time each day. Advice, support and training are gained from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making effective progress in their learning and development within an inclusive environment in which they feel safe and secure. Children's progress records are not all individual and parents not fully included in contributing to them. Partnership does take into account their views and information is shared. Development plans effectively identify where there are weaknesses in the provision, so that continuous improvements impact well on children. These do not yet include staff and children's views. Staff are enthusiastic in ensuring they develop professionally and training is given high priority and this reflects positively on children.

What steps need to be taken to improve provision further?

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

- maintain observation, assessment and planning for children's next steps so that they focus on their individual and present learning needs
- provide opportunities for children to develop an awareness in calculating, as well as shape, space and measure so they use their knowledge to solve mathematical problems
- ensure self-evaluation for quality improvement includes the views of staff and children
- extend partnership with parents so that they contribute to their children's learning and development record and by supporting learning through

activities at home.

The leadership and management of the early years provision

Children benefit from strong leadership and a commitment to continuous improvement within the nursery. The action and two recommendations following the last inspection have been met which means requirements are met and children's learning is enhanced. The development plan has targets, such as the outdoor play space with growing area, but self-evaluation does not include the staff team nor the views of children. However, parents comments are valued through questionnaires and their suggestions acted upon. Partnership with parents is extended to informing them about current topics displayed outside each room and requesting items to be brought. Additionally, arranged open evenings ensure the sharing of information as to how well their children are progressing. Partnership does not yet include their contributions to records of development nor supporting learning through activities at home. Parents receive a wealth of information from the outset and ongoing through daily discussions, records and meetings. Parents speak highly of the nursery and how well their children are progressing and enjoy coming.

All record keeping documents, policies and procedures are well maintained. Robust and thorough recruitment, induction and ongoing appraisal procedures ensure children are cared for by suitable adults. A programme for professional development is in place for all staff. The registered provider and manager are both on degree courses and support other staff on courses and training including in-house training. Children are safeguarded. The environment is checked through the use of effective risk assessments to minimise hazards, so children play safely. Safeguarding policies are effectively implemented as staff have a secure knowledge of the safeguarding procedures if they have concerns. Staff organise the learning environment extremely well to ensure activities are accessible to all children, thus providing an inclusive and welcoming service.

The quality and standards of the early years provision

Children are making good progress in their learning and development and are happy and settled in the care of nursery staff. They enjoy balanced opportunities for self-initiated and adult-led activities that are planned and delivered throughout the nursery to promote all six areas of learning. Each of the three rooms offer a stimulating and enabling warm environment which are all rich in displays, with reference to colour, number, letter and shape to reinforce and consolidate understanding. Staff have a clear understanding of the Early Years Foundation Stage and show enthusiasm in their developing knowledge and implementing better practice for children. Observation, assessment and planning for children's next steps in their development is undertaken well. However, not all recording relates to the individual child. Extensive information gathered from parents form a base-line assessment which influences planning, incorporating children's own interests and therefore making learning fun. Staff monitor children's progress using a matrix which covers all ages and as a result, they can track progress and ensure

all areas are equally covered.

Babies and toddlers are very well supported in their play and learning. They enjoy sensory experiences with treasure baskets and the water tray with bubbles. Counting forms part of their play so they begin to associate 'how many' to objects and they easily manage simple inset jigsaws. Many photographs show children's pleasure in their play and they form strong attachments to significant adults who interact and respond to their smiles and early language. Older children make the most of the wealth of opportunities available to them by freely choosing what they wish to do. Their creativity is enhanced through role play at a bus station, where language extends to timetables and single or return tickets bought. Mark making takes many forms and children write letters and know how to sharpen their pencils. Story telling is beneficial, maintaining children's attention because the member of staff speaks clearly and slowly, consequently they are absorbed and follow the story well.

Especially notable is the learning gained from using simple programmes on the computer, where children help each other and succeed. For example, they use their memory in matching pairs and ably use the mouse to move pieces of a jigsaw until complete. Other programmable resources also help with using simple technology, such as a till and camera, which contribute to their future economic well-being. Outings and walks within their local community help children to learn about the wider world and living things. They have been to an aquarium handling egg sacks and getting close to starfish and grow sunflowers and cress, so they can look after plants and watch them grow. Although number is used for counting, children do not readily problem solve regarding shape, quantities or calculation. Children learn about others through resources, activities and displays. For example, they have written simple words in languages such as Norwegian, Polish and Greek alongside positive images representing the country.

Children fully benefit from the well organised and extensive range of safe, suitable and age appropriate resources. These are effectively arranged at low level, labelled or display photographs of contents which children recognise and easily access. Children behave extremely well because they follow the 'golden rules' such as 'running is for outside'. This results in children meeting staff members' high expectations of behaviour and promoting an environment in which children are considerate and play cooperatively. Children learn about keeping themselves safe through instruction and practising the emergency evacuation procedures. Children develop a supportive understanding of healthy lifestyles. In addition to regular fresh air and exercise in all weathers, children also use the large apparatus within the school to develop their large muscles. Children eat healthily, having fresh fruit three times a day and benefiting from wholesome cooked meals prepared on the premises. Fresh drinking water is readily available to all children in different forms. Children learn effectively about hygiene practices and competently demonstrate how they visit the bathroom, wearing a toilet pass which reminds them about flushing the toilet and hand washing. This is reinforced within the bathroom through posters and children ably use manage their self-care skills.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 the last inspection.

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.