

Hunnitots Day Nursery

Inspection report for early years provision

Unique reference number 251761
Inspection date 24/03/2009
Inspector Deborah Kerry

Setting address Ipswich Hospital NHS Trust, Heath Road, Ipswich, Suffolk,
IP4 5PD
Telephone number 01473 704514
Email alison.colchester@ipswichhospital.co.uk
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

Hunnitots Day Nursery opened in 1991. It operates from a large, converted porta-cabin with a purpose built extension, which is situated in the grounds of Ipswich Hospital. The nursery primarily serves employees at the hospital, plus other local health authority staff as places permit. All children share access to a secure enclosed outside area for physical play. The setting is accessed via a ramp.

The nursery opens five days a week all year round, closing for just one week at Christmas. It is open from 07.00 to 18.30 with children attending at varying times. A maximum of 138 children aged from four months to five years may attend at any one time. The registration includes a 20 place holiday club for children in full-time education. Children attending the nursery are split into three rooms; four to 24 months, two to three years and three to five years. There are currently 160 children from four months to five years on roll. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The Nursery Manager has responsibility for the overall management of the nursery. Each of the age groups is directly managed by its own room leader and senior nursery nurse. Overall, 27 staff work with the children, of these all hold appropriate early years qualifications. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) is effectively supported by the experienced and well qualified staff. Children's individual needs are fully understood by staff and through regular observations, their interests and the next step in their learning is clearly identified and included in the weekly plans. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and supported. The setting has established effective procedures for evaluating and monitoring their good practice and have identified areas for improvement to benefit the children that attend.

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 evaluation of the adult focussed activity to show if the clear aims for children's learning have been met
- develop the exchange with other providers delivering the EYFS to ensure

progression and continuity of children's learning and development.

The leadership and management of the early years provision

The setting has in place a comprehensive range of policies and procedures to support their good practice, which are regularly reviewed and up-dated in line with changes in legislation. Staff regularly review and up-date the written risks they undertake for all areas, equipment and activities both inside and outside the setting to ensure that children are effectively protected from any potential dangers. Children's welfare is fully supported as all staff have a good understanding of their responsibilities on safeguarding children should they have any concerns. The groups policies show clear procedures for staff to follow and each room leader is there to support staff if they are worried about a child's welfare.

Parents are kept fully informed of their child's progress as their child's learning journey records are available for them to view and add to at any time. The nursery also has a parents evening twice a year so that they can talk to their child's key person and discuss how their child is progressing in their learning and development, in addition to the daily feedback from staff when children are collected. Parent questionnaires are sent out for them to complete, so that their views can be sought, this enables the nursery to review their practice and implement changes to benefit children. Parents also support children's learning and development by bringing in resources and items with the pre-school children for their 'show and tell' session.

All staff hold appropriate early years qualifications which effectively supports children's learning and development. All staff have undertaken EYFS training and have input with planning activities each week around the individual needs of their key children. The staff are keen to continue their training and development to ensure that outcomes for children continue to remain positive and to consolidate their experience and knowledge. All staff members have been included on reviewing and evaluating their practice and have identified areas for improvements to benefit children's learning and development and to further improve their good practice.

The quality and standards of the early years provision

Children are provided with a variety of foods for snack which promotes their good health and also helps to develop their understanding of other cultures. Children are developing a good understanding of personal hygiene as they are supported to wash their hands from an early age, so when they are older they can manage this independently. The nursery are currently having their outside play area refurbished so this is not accessible for safety reasons. The staff find alternative ways to ensure the children have opportunities for fresh air and physical activity to promote their health, from going on walks in the grounds and finding grassed areas to allow children to run, climb and jump in a safe place.

All children have opportunities to develop their creativity through a variety of activities. For example, the babies play with 'gloop' and they even climb into the shallow tray to fully experience water play rather than just splashing, filling and pouring. Staff ensure they are dressed appropriately to allow them to experiment and explore the different materials. The babies listen to different types of music and enjoy trying to catch the bubbles staff blow, promoting their curiosity. Toddlers explore and dig in a tray of compost looking for pine cones, they fill buckets and try to build towers which develops their curiosity and dexterity. Older children join in with singing familiar songs and rhymes from memory. They also play games which develops their imagination as they run and hide from the 'pink and blue T-rex!'. They are developing their thinking and language skills as they are able to articulate and find a solution in their game as they say "we can hide in the pink castle where we are safe".

Staff ensure that they work closely with other settings to support children with learning difficulties and/or disabilities, so that there is consistency in their care and learning. However, the exchange on children's learning and development with other providers delivering the EYFS, that children attend has not yet been fully established which could have an affect on the continuity of their care and learning. All senior nursery nurses and room leaders have completed training to support children with learning difficulties and/or disabilities . Staff adapt activities to ensure that all children are able to participate regardless of their individual abilities. Individual plans are developed with support from parents and other professionals to ensure that children with learning difficulties and/or disabilities are fully supported in their learning and development. There are a range of posters, pictures and information in other languages to support parents and children where English is a second language. Children have access to a range of resources and different world festivals are celebrated throughout the year which helps children to develop a positive perspective on the cultures and beliefs of others. The nursery undertook an audit on inclusion to evaluate their practice and to identify areas where this aspect of their provision could be improved. As a result positive action has been taken throughout the setting to ensure that all children's individual needs and backgrounds are promoted through the purchase of additional resources. Staff have recently undergone Makaton training and are introducing a few words to children which enables them all to express their own needs and preferences and supports the communication skills of all children especially the younger children who are pre-verbal. Staff interact with babies using a conversational manner to support and promote their language development.

Staff undertake observations on children when they start which enables them to gauge their abilities and helps them to effectively plan for the next step in their learning. Each child is assigned a key person to help them settle and support their progress. The nursery also has a buddy key person system in place to ensure that due to the differing shifts staff may work children have the support of a familiar adult. Children's individual interests and needs are included in the weekly plans which ensures that their development is fully supported. Staff take turns with undertaking the adult focussed activity to target individual children's needs and interests. However, this is not always fully evaluated to ensure the aims set out for children's learning have been met which could hinder their progress.

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?	1
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?	2
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 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 has 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.