

Green Hedges Day Nursery

Inspection report for early years provision

Unique reference number	400109
Inspection date	02/02/2009
Inspector	Christine Tipple
Setting address	13 Crown Crescent, Scarborough, North Yorkshire, YO11 2BJ
Telephone number	01723 503306
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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

Green Hedges Day Nursery is a privately owned and is situated on the South Cliff area of Scarborough. It has been registered since September 2000. It serves mainly the immediate area but is also used by families living out of town who commute to work.

The nursery is in a converted four storey semi-detached house. The nursery occupies the ground and first floor which accommodate the different age groups of children attending. There is an enclosed outside area for outdoor play at the front and side of the property. Opening hours are from 08.00 to 18.00 Monday to Friday, throughout the year.

The nursery is registered for a maximum of 51 children at any one time, all on the Early Years Register. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. There are currently 65 children on roll, all in the early years age range. The nursery receive support from the local authority. The nursery currently supports children for whom English is an additional language.

The nursery employs 17 staff who work directly with the children, all of whom have relevant qualifications at levels 2 to 5. The nursery employ support staff, a cook and cleaners.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and safety is well promoted by staff in a welcoming, positive and inclusive environment. Children are supported by the staff to make progress in their learning relevant to their individual starting points and abilities. The management and staff have taken positive steps to reflect on their practice and to identify areas for future development. This includes the outside provision and extending staff qualifications.

What steps need to be taken to improve provision further?

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

- develop the role of the key person to ensure the relationships established with parents and individual children are fully promoted
- ensure all policies, procedures and risk assessments are reviewed and reflect current practices
- review the organisation of the provision, particularly in the toddler area and in the role play provision for older children, to extend the choices offered and promote their independence.

The leadership and management of the early years provision

Children benefit from motivated and committed management and staff who ensure children's individual needs are supported. The range of positive learning experiences reflects the staff's increasing knowledge and confidence of the six areas of learning. There is a positive approach to staff's professional development through ongoing access to training. The staff all participate in the self-evaluation process through reflective practice as individuals. This promotes a common sense of purpose between staff to work together as a team. This ensures areas to improve and develop are clearly identified. The policies and procedures and risk assessments are detailed and cover all areas of the children's safety, health and welfare. However, the review and updating of these is not fully completed to ensure they reflect current practice.

Staff keep daily diary sheets for the younger children to share with parents, which is positive in providing information on their care and activities they have participated in. Staff are deployed effectively in all the areas of the nursery including cover for illness and holidays. This promotes a consistency for parents and children. The partnership with parents is very good and daily contact with staff is welcomed through access to their children's rooms to bring and collect them. There is information sought at enrolment from parents which assists staff to start to identify the children's needs and interests. Other information is shared through the newsletter and displays. Feedback from parents stated that they were very happy with the quality of care and commitment of the staff, and how much their children enjoy coming to nursery. The links with other providers and services are ongoing and develop as contacts are made, such as supporting children with additional needs or transition into school. The nursery's recruitment and selection process is robust and thorough regular appraisals ensure the staff's ongoing suitability. The management's arrangements for staff support fully promote access to ongoing training and self-development.

The quality and standards of the early years provision

Children are provided with a positive learning environment. They are able to choose freely for most of the sessions from activities and well resourced provision. Staff use observations of the children to provide a detailed account through assessments of each child's learning journey. This is supported with photographs and comments which enhance the purpose and meaning. There is clear evidence on children's next steps to progress and this is reflected in future planning. The key person system is established for all the children in the nursery, but this role is not fully extended to ensure it maximises the relationships with the children and parents. Staff interact effectively with the children to progress their levels of learning and understanding. Children enjoy conversations with each other and staff, which enhances their language and listening skills well. There are opportunities in most areas of the nursery for children to mark make and use books positively. The nursery provides a home book-lending service which is well used. The younger children have caring relationships and receive a high level of individual attention from staff, which promotes a positive nurturing environment

where they are excited and happy and want to play.

The access to creative play enables the younger children to use paints and other tactile resources, such as treasure baskets to explore natural materials. The older children have free access in their areas to create and develop their ideas through a good selection of resources and a variety of media. They use their individual trays to keep special creations for home or to put in their learning journey file. Children enjoy small world and other props to express themselves effectively. However, the environment at times does not extend children's choices to fully promote their ongoing independence, particularly in the toddler area and in the role play provision for older children. Children have good opportunities to use and manage patterns and sequencing. They count confidently in most areas of their play and staff use number bags which enhance children's recognition of numbers in a visual and fun way. Children go on outings to the beach and theatre. The outside area offers good physical activities and fresh air on a daily basis. Children take part in gym sessions, which promotes a healthy lifestyle. Babies and toddlers have space to move around and develop their mobility skills.

Children have all meals and snacks provided by the nursery which they enjoy. The range and variety of foods offers them a balanced diet. This takes account of salt and sugar content and the provision of daily fruit and vegetables. The food is mostly cooked from fresh produce and detailed menus are displayed for parents. Children manage their personal care well and all the facilities ensure children can do this independently. Younger children's routines are respected and updated with parents. Health and safety is assessed in all areas of the nursery and children take some level of responsibility in this. Activities and visitors, such as the road safety officer, inform children of the importance of keeping safe. Children are responsive to the routines and are respectful and aware of each other. Children are self-assured, which promotes a positive approach to their understanding of sharing and taking turns. Children use their manners with little prompting by staff.

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?	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 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.