

# Thistle Hill Children's Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY383668
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Alison Margaret Walker
<b>Setting address</b>	Thistle Hill Nurseries, Thistle Hill, KNARESBOROUGH, North Yorkshire, HG5 8LS
<b>Telephone number</b>	01423 867 345
<b>Email</b>	
<b>Type of setting</b>	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

Thistle Hill Children's Day Nursery Ltd was registered in 2008. It is privately owned and operates from a single-story building in the grounds of a nursing home in Knaresborough, North Yorkshire. There are ramps for pushchair and wheelchair access.

A maximum of 36 children may attend at any one time. The nursery is open each weekday from 07.30 until 18.00 throughout the year. All children share access to two enclosed outdoor play areas. There are 36 places for children in the Early Years Foundation Stage. The nursery is registered on the Early Years Register. There are 52 children aged from six months to four years on roll. Children attend from the local community and surrounding areas. The nursery receives funding for nursery education.

The nursery employs 12 staff, including the manager, 11 of whom have recognised early years qualifications and one is working towards a qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good with some areas of outstanding practice. The staff team are work very well towards promoting the children's welfare, in particular, to ensure all children are included and their individual needs are fully met. Self-evaluation takes into account the views of parents, staff and early years consultants. It is very effective in identifying strengths and weaknesses and is used as a working document to make improvements. Those in charge are able to demonstrate how they have raised children's achievements and made improvements to provision. The children make excellent progress in their learning and development. The curriculum planning is well established to meet all children's individual needs and interests.

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

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

- provide opportunities for parents to add comments to their children's profiles
- ensure times of meals meet individual children's needs.

## The leadership and management of the early years provision

The setting is very well organised, for example, each session is planned for in advance and the staff are effectively deployed. Staffing ratios are consistently high and the children are given good support. As a result, staff fully implement the setting's policies, such as the sick child policy, and this information is passed on to parents. All staff have completed safeguarding children training and the child

protection procedure is shared with parents and staff. Parents have good opportunities to share what they know about their child. This is done through regular discussions with staff, parents evenings and a good settling-in procedure. Additionally, parents' noticeboards show relevant information, such as a display regarding the Early Years Foundation Stage explaining how this is used to plan activities. Parents receive clear information about the provision through ongoing discussions and information on current topics that they may be able to contribute to. For example, helping their children dress up as their favourite character for World Book Day. They have access to their children's development records but they are not encouraged to add their own observations and comments if they wish to.

The setting has the capacity to make the necessary improvements. This is because the owners, manager and staff show a keen commitment to improvement and have good opportunities for staff development, such as attending staff meetings and training. The staff regularly work with advisors from the local authority and receive ongoing support from the nursery manager who has a very hands-on approach.

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

The environment is very homely and welcoming, which is something parents particularly like, helping their children to feel safe and secure. Parents, children and visitors are greeted by very friendly staff. Space is used very constructively and activities are organised effectively. Toys and equipment are on low shelves, clearly labelled with text and pictures which encourages children to independently choose their own activities and also help tidy up with staff. The children have access to two outdoor play areas and, as a result, the children enjoy playing outside and spend a great deal of their time outdoors. Older children are able to free flow from inside to the outside area which enables them to make choices about where they want to play. Good staff deployment ensures that all children are well supervised wherever they choose to play. The children also go out for regular walks within the local community, such as visiting the local park and library. Children benefit from a good range of safety measures, for example, through rigorous risk assessments on the premises, outside areas and outings. The children are supervised at all times, are unable to leave the premises unattended and they are never left alone with persons who have not been vetted. The system for managing access to the premises is good. Unauthorised persons are unable to gain entry and there is a record of visitors.

The children receive very nutritious meals, snack and drinks which are freshly prepared. The children's main meals are cooked at the nearby nursing home. These arrive at a set time and some children may be ready to eat earlier. All staff are fully aware of the individual dietary requirements and preferences and these are clearly recorded on the child's file and in the kitchen. Older children confidently get their own cups and plates. They pour their own drinks and use a knife and fork competently. Mealtimes are a very sociable occasion where staff sit with the children and chat. The children independently manage their own personal hygiene and are eager to wash their hands prior to snack time and after messy play.

The staff have excellent knowledge of the Early Years Foundation Stage and they implement it very competently. This means the children's learning and development is significantly enhanced. Assessment records clearly show the children's positive approach to learning and their achievements and progress. This is through written observations, photographs and samples of children's work. Activities are presented in a very interesting and thoughtful way, for example, the staff plan activities which reflect the children's individual needs and interests. They have endless opportunities to decide what they would like to do, such as selecting musical instruments and choosing which song they would like to sing. They are asked to choose an instrument that begins with the same letter as their name and they do this competently. They sing with great enthusiasm and know a wide range of songs.

Soothing music is played throughout the nursery which creates a calm atmosphere. The children have very good opportunities to use one-handed tools and equipment, such as scissors, cutters, rollers, different sized paintbrushes and pencils, and older children show a clear preference to using their left or right hand. They particularly enjoy using large paintbrushes, painting with water and watch it dry in the sun. They enjoy using writing as a means of recording, for example, writing their names on their artwork. The children have a very keen interest in books. They love to look at them independently from an early age and also approach staff to read them a story. They have recently celebrated World Book Day. Children and staff dress up as their favourite character from a book. This is a very enjoyable day for both children and staff. The children enjoy listening to their favourite stories very much; this is enhanced by the animated way in which staff told the stories which the children are engrossed with. They listen to stories intently and are keen to suggest what might happen next.

At circle time, the children sit together on the floor with staff and enjoy an excellent activity. A member of staff pulls a very long home-made snake out of a small bag. The snake was made by the nursery manager out of lots of different fabrics, textures and fillings. The children pass it round to music and confidently explained how their bit of the snake feels. This simple activity significantly helps develop the children's language, communication and imagination. Activities are extremely well organised giving all children a wealth of new experiences. There is a very broad range of activities available which encourage children to explore, investigate and take risks in a secure environment. For example, running freely, digging, crawling, climbing, balancing and pouring water and balls down drainpipes. Children use mathematical language competently during play. In the home corner children play Goldilocks and the Three Bears. They use size language confidently when playing with soft toys, and they count the number of children and chairs at mealtime. They count eight children and say they only have seven chairs, they will need one more chair. Older children show younger children how to match and sort bricks by colour and size. Younger children watch and listen carefully and then copy, making a very good effort.

## 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>	1
<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?	1
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 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.