

Grey Fell Academy

Inspection report for early years provision

Unique reference number EY248187
Inspection date 12/08/2009
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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

Grey Fell Academy is a privately owned day nursery, which registered in 2003. It operates from five rooms on the ground floor of a detached house in the Shepley area of Huddersfield. The owner and her family live on the premises. The nursery has its own entrance, which is currently at the side of the owner's home. The kitchen and toilet on the ground floor is currently used by the owner's family as well as for the nursery.

The nursery is open weekdays from 7.30am to 6.00pm for most of the year. It is only closed on bank holidays. All children share access to enclosed outdoor play areas. There is provision for children with learning difficulties and/or disabilities.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 34 children, and it is also registered on the compulsory and voluntary parts of the Childcare Register. Currently there are 45 children on roll who are on the Early Years Register.

The nursery has operational links with other Early Years Foundation Stage (EYFS) providers. There are 10 members of staff who work directly with children, of which, three are part-time. Nine staff hold relevant childcare qualifications. The nursery employs a qualified teacher. Students and volunteers are currently working at the nursery.

The nursery is a member of the National Day Nursery Association (NDNA) and has obtained the Gold Healthy Eating Award through the local authority, in addition to the Five Star (Excellent) Food Hygiene Award.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Inclusive practice is firmly embedded in all aspects of the provision as a result of this; children's individual needs met very well. A distinct feature is the well qualified staff team who deliver the EYFS in a cohesive way. They are highly effective and children make excellent progress towards the early learning goals in all areas. The staff team have extremely high but appropriate expectations of what children can achieve, and they consistently obtain impressive results through continuous evaluation of how they provide and deliver the framework. As a result, they have excellent capacity to make continuous improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- update the existing behaviour management policy and procedure to reflect current practice.

The leadership and management of the early years provision

The nursery is impressively well led and managed. The owner is very involved in the day to day running of the provision and she is instrumental in bringing about sustained improvements and outstanding results. There are exemplary systems in place leading to the clear identification of targets for further improvement. For example, the new nursery extension. She is clearly supported by a qualified and professional staff team who are equally committed to meeting the needs of children. There is a very low turnover of staff and as a result the stable staff team work extremely well together. Staff know children and their parents well, and trusting relationships have been established to effectively promote children's continuing care and development.

All the required policies and procedures are in place and underpin excellent childcare practice. The existing behaviour management policy and procedure is well written but does not fully reflect current staff practice, such as how incidents are recorded. High priority is given to safeguarding children. Staff fully understand their role in child protection, and clearly know the procedures to follow should a concern arise.

Staff are extremely well qualified. Collectively, they have a wealth of experience to draw from, which is positively reflected in the outstanding outcomes for children. Staff and resources are deployed highly effectively.

The 'free flow' indoor, outdoor provision for children is another distinct feature of the nursery. Children decide whether they play outside in the gardens, or in the nursery. Staff deployment is consistently monitored by the use two way radios. This ensures that high adult to child ratios are continuously maintained in order to effectively support children's activities and to efficiently promote children's safety. Comprehensive risk assessments are regularly reviewed to manage or eliminate potential risks to children, and as a result children play safely in a well maintained environment.

Adults and children at the setting positively reflect diversity in relation to gender, culture, ethnicity and disability. Staff impressively demonstrate their knowledge and understanding of anti-discriminatory practice and they ensure all children are fully included and involved. They skilfully adapt and extend activities to meet the individual needs of all children. Children with learning difficulties are well supported. Early identification has clearly encouraged early intervention, and staff co-ordinate support from other agencies extremely well in partnership with parents. Overall, a welcoming and inclusive service is provided.

Parents receive exceptionally good quality information about the early years provision and there are impressive transition arrangements in place to introduce and settle new children to the setting. Parents are given plenty of time to decide when it is appropriate to leave their children and for how long. There is excellent support for children when they get to know a different key person as they move

through nursery, and when they prepare for school. High priority is given to developing strong links with other EYFS providers in order to promote seamless delivery of the framework.

The quality and standards of the early years provision

Children's thinking, vocabulary and experiences are developed through the use of everyday opportunities. There is an excellent balance of child-initiated and adult-led activities that results in children being active learners who are able to think creatively and critically.

Parents and the child's key person establish children's starting points when they complete All About Me forms. After a settling in period the key person records sensitive observations, finding out more about children's natural interests, capabilities and preferred learning styles. They continuously evaluate and assess children's progress through the Look Listen and Note system, which is maintained in children's individual development files, alongside pictorial examples of what children have achieved. This highly effective system informs children's activity plans, in addition to showing parents the excellent progress their children have made towards the early learning goals in the six areas of learning.

Staff have very high expectations of what children can achieve, and their questioning methods challenge and support children to achieve as much as they can. They continuously and effectively scaffold children's learning in all areas. Teaching methods are inspirational and staff maintain children's attention for long periods. All children are encouraged to have a go, and as a result they are confident learners who have clearly developed a positive attitude towards learning.

Children play with an excellent range of quality toys and equipment that are checked regularly for repair and replacement. High priority is given to promoting children's welfare and safety. Staff maintain extremely good standards of hygiene and cleanliness at the nursery in order to minimise the risk of the spread of infection. Children know to wash their hands after using the toilet and before meals to remove the germs that can make them poorly. They practice the emergency evacuation plan and they know to stay calm and follow adult instructions.

Children's behaviour is exemplary and staff value their cooperation and positive attitudes. Staff give meaningful praise and skilfully use age appropriate strategies, like distraction and explanations, to effectively manage a range of children's differing behaviour. Later stage children clearly recognise the needs of others and they are respectful and considerate in their interactions. For example, they share toys and take turns without staff prompting them to do so.

Staff know that habits learnt in childhood are often continued into adulthood; therefore they are always mindful of the type of activities they promote. Children plant and grow their own fruit and vegetables in a designated area in the nursery garden. They have helped to make organic vegetable soup for lunch and washed, peeled and cut the vegetables. They help to make afternoon tea, such as

tuna and cheese crackers. Children are completely involved when they help to make strawberry ice cream, which they eat with sliced bananas for their afternoon snack.

Outdoor play is an integral part of the provision. The very young enjoy being pushed gently backwards and forwards in the high and low swings. Some shuffle around the garden in order to explore the play house. They are beginning to focus on what they want to do and they crawl towards the resources they want to examine. They pull themselves up on garden fixtures, which help them to stand and balance. Some are beginning to walk and climb independently.

Later stage children explore the shrubs looking for mini beasts, like snails, worms, caterpillars and woodlouse. They have great fun climbing, balancing and sliding on a wide range of quality apparatus in the garden. Children move with control and coordination and show great awareness of space for themselves and others. For example, they use tricycles and move with speed, and they have great fun pushing and pulling equipment, adeptly manoeuvring round obstacles in the garden.

Through imaginative activities children develop literacy, numeric, speaking and listening skills. For example, at circle time children pass round a book, which encourages them to talk about their own experiences. The member of staff effectively uses a hedgehog hand puppet to attract children's attention. When the hedgehog curls up in a ball it looks shy and insecure, and it is a clear indication to children that they are talking over each other and noise levels are getting too high. Children immediately change their behaviour and quieten down in order to encourage the hedgehog to join in again. At the end of the session children spontaneously stroke the hedgehog. They thank him for being there, invite him back next time and say goodbye.

Children are fascinated when they find out that they can paint squiggly lines on the computer without using a real paintbrush and paints. They research new topics with staff in order to find out more about the wider world. Appropriate connections are made through food tasting, role play, music and movement. Children learn about different cultures and traditions, such as Judaism. Some children count up to ten in French and have clearly developed a good understanding of linguistic diversity. These highly effective measures provide firm foundations from which children continue to develop knowledge, understanding and skills that are required for later life.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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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