

# Horton Day Nursery and Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	133621
<b>Inspection date</b>	21/07/2009
<b>Inspector</b>	Sally Wride
<b>Setting address</b>	Horton Hospital, Oxford Road, Banbury, Oxfordshire, OX16 9AL
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<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 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**

Horton Day Nursery opened in 1996. It operates from a purpose built building in the grounds of Horton Hospital in Banbury, Oxfordshire. It is one of six provisions run by the Oxfordshire-based Bramleys Nurseries chain. The nursery serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play and parking is available immediately outside the nursery.

A maximum of 53 children may attend the setting at any one time. There are currently 86 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 39 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. Care is provided on the ground floor and accessible toilet facilities are available. The group opens five days a week for 51 weeks of the year. Sessions are from 07:00 until 18:00 and morning and afternoon sessions are available. Children are able to attend for a variety of sessions to accommodate their parents and carers patterns of shift work.

The setting employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications. One member of staff has Qualified Teacher Status and works at the setting term-time only. The setting employs a qualified nurse and employs regular bank staff who help on occasions. There are two members of staff currently working towards a recognised early years or higher level qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Throughout the setting, children's welfare is successfully promoted, with the exception of minor weaknesses. Their learning and development is very well supported as staff ensure that daily planned activities and spontaneous play are tailored towards each child's individual learning needs. This promotes inclusive practice as all children are able to participate at their own level. Strong relationships with children's parents and carers and other professionals ensure that children's unique needs are well known and catered for. Systems for self-evaluation have recently been introduced and highlight the main strengths of the setting and areas requiring further development. A future plan of action is in place, demonstrating the setting's capacity to maintain continuous improvement.

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

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

- ensure that children have opportunities to be outside on a daily basis all year

round

- ensure that all staff are aware of the need for confidentiality with regard to the maintenance of medication records.

## **The leadership and management of the early years provision**

Children benefit from the good quality organisation of the setting. The manager and staff are enthusiastic, dedicated and work well together as a strong and supportive team. They benefit from the support available from the nursery owner and quality assurance managers within the nursery chain who regularly attend the setting. The professional development of staff is encouraged through ongoing systems of appraisal and regular access to training. Children benefit from the staff's commitment to further development as any new procedures or good practice is implemented into the care and education provided. The manager has implemented an effective system of self-evaluation, reflecting on both her own and staff practice. She has actively involved staff within this process, ensuring that each base room has their own action plan to work towards. For example, emphasis has been placed on developing younger children's opportunities for mark making and older children will soon benefit from story sacks which are currently being developed. The setting has successfully made improvements since the last inspection, taking into consideration both recommendations made. This demonstrates their capacity to make continuous improvements for the benefit of children.

Friendly yet professional relationships between staff and children's parents and carers benefit children and ensure that parents and carers are kept well informed of their children's welfare and the progress that they make in their learning and development. The views of parents and carers are regularly sought through questionnaires and ongoing verbal feedback. Information is formally exchanged through parents and carers meetings and through the use of written daily diaries and information sheets, according to the age of the child. Parents and carers receive regular newsletters and information relating to planned activities and current themes, enabling them to continue their children's learning from home. Relationships with other providers, for example, teachers from local schools, ensures appropriate information is exchanged to support continuity for children. In addition, relationships with other professionals from external agencies are successfully formed. This ensures children receive appropriate support to help them reach their full potential. Children are encouraged to play a full part in the life of the setting because staff fully understand, respect and value their unique needs.

Children are safeguarded because policies and procedures are effective, current and up-to-date. Staff consistently implement these and ensure parents and carers are fully informed of how the care of their children is organised. Whilst all of the required documentation for the safe and efficient management of the EYFS is in place, medication records do not ensure that confidentiality is maintained. As a result, parents and carers are able to view entries for children other than their own. Robust systems for the recruitment, vetting and induction of staff ensure that

children are cared for by suitable and knowledgeable adults. Children's welfare is safeguarded because staff have a good understanding of child protection procedures and are fully aware of the Local Safeguarding Children Board (LSCB) guidance. Children's welfare is protected because quality and effective risk assessments are conducted and used appropriately to ensure that action is taken to manage or eliminate risks.

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

Children are making good progress in their learning and development and benefit from well planned activities that cater for all six areas of learning. Planning relates directly to assessments of observations made on individual children and link to their current stages of learning and development and identified next steps. This ensures that all children are supported in line with their unique needs. Children's independence is developed as they confidently make decisions about what they would like to play with, which enables them to extend their own learning and follow their personal interests. For example, older children freely access magnifying glasses to explore the goldfish up close. They are encouraged to carry out tasks for themselves, for example, older children pour their own drinks whilst younger children are supported to feed themselves. Children develop a strong sense of belonging within the setting and become familiar with the daily routines. Babies and younger children benefit from care that is consistent with their individual routines and have formed strong relationships with the trusted staff who are always available to provide a warm and loving cuddle. Children enjoy the attention that they receive from staff and their involvement and interaction in their play. They enjoy good relationships with their peers and happily share, take turns and behave very well. Children's self-esteem is developed through much praise and encouragement and they respond well to the positive approaches that staff adopt with regard to behaviour management.

Children have access to a well presented outdoor play area and take part in activities outdoors that foster all areas of learning in addition to developing their physical skills and control. However, at times, staff do not ensure that children access the outdoor area during brighter spells on rainy days. This limits their opportunities to access the fresh air and their outdoor learning environment. Children receive freshly prepared healthy and nutritious meals and snacks which cater for their individual dietary needs and preferences. They learn the importance of good hygiene through effective hand washing practices and benefit from the robust procedures in place to minimise the spread of infection. Children's understanding of the importance of leading a healthy lifestyle is developed as they tend vegetables they grow in the garden which they plan to prepare and taste when fully grown. They develop an appreciation of the wider world as they explore cultural and religious events throughout the year such as Chinese New Year and Japanese Children's Day. They access a suitable range of toys and resources which reflect positive images of diversity and think about their own and others' feelings as they make use of emotions puppets.

Children of all ages relish joining in with craft and sensory activities, such as exploring natural resources in treasure baskets, manipulating playdough, painting

and printing. Toddlers and pre-school children have regular access to communication, information and technology equipment and all children are encouraged to develop their language skills through relaxed conversation with the staff and their peers. They have free and easy access to books and enjoy snuggling up close to staff to listen to a story. Children's problem solving, reasoning and numeracy skills are fostered well in practical contexts. Younger children experiment as they complete jigsaw puzzles and shape sorter toys whilst older children count how many children are present, finding the total number when combining two groups. They enjoy exploring the sounds that they can make using musical instruments and shaker toys. They actively take part in singing and rhymes and enjoy using their imaginations in the role play area. Children are growing increasingly aware of perceived dangers and of how they can keep themselves safe, for example, through practising road safety techniques when out for a walk to the on-site fish pond or nearby wood. Staff encourage their understanding as they carefully explain potential hazards and how children can keep themselves safe as part of the daily routine. Their understanding is further developed as paramedics, firefighters and police officers visit children within the setting to talk about their roles within the community.

## 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>	2
<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?	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

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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