

HGS Nursery

Inspection report for early years provision

Unique reference number	400104
Inspection date	17/08/2009
Inspector	Dawn Bonica Brown
Setting address	Arthurs Avenue, Harrogate, North Yorkshire, HG2 0DZ
Telephone number	01423 527843
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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).

Description of the setting

HGS Nursery Limited has been registered since 1990. It is a privately owned day nursery operating from six rooms within a single-storey, purpose built early years unit, on the edge of playing fields in the grounds of Harrogate Grammar School and serves the local community of Harrogate.

The nursery is registered to care for 38 children in the early years age group. There are currently 45 children on roll, who attend for a variety of sessions. It is open Monday to Friday, all year round, from 08.00, or earlier by appointment, to 18.00. The nursery is closed on bank holidays. All children share access to a secure, enclosed outdoor play area.

There are 15 members of staff who work with the children. Of these, 11 hold an appropriate childcare qualification and three are working towards an early years qualification. The nursery receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The needs of all children are routinely met because the setting recognises the uniqueness of each child and supports them so that no group or individual is disadvantaged. All children make progress in their learning and development and children's welfare is promoted effectively in almost all aspects of the provision. Partnerships with parents and other professionals are used to promote good quality education and care. The setting's plans for the future are suitably targeted to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- improve children's access to a greater range of resources reflecting positive images of disabilities, such as story books.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and welfare)

31/08/2009

The leadership and management of the early years provision

The setting is managed well as staff demonstrate good maintenance of the records, policies and procedures required to ensure that the needs of all children are met. A range of policies are made available for parents including the policy for safeguarding children. However, the setting has not included information about the steps that will be taken in the event of an allegation being made against a member of staff in their policies. This is a breach of the welfare requirements. All adults caring for children remain suitably qualified. For instance, the majority of the staff maintain an appropriate and up-to-date first aid certificate, all staff records relating to their suitability and training are well maintained and the setting ensures that staff keep abreast of new developments in childcare.

The learning environment is warm and welcoming and helps children make good progress towards the early learning goals, with well organised resources and sufficient staff to ensure that children feel secure and confident. Staff maintain the resources efficiently, ensuring that all children play in a very hygienic environment. Parents are given clear information about the setting and about the activities their children are engaged in. For example, a range of useful information, is displayed on the parents' notice board and in the children's rooms.

The setting provides high quality resources, which staff maintain well and use imaginatively. Children have good access to outdoor play. Babies and toddlers use their own outdoor space accessed from their base room and all children play with a good range of toys that are specifically suited to their age and stage of development. Effective steps are taken to provide high quality care. The risk assessments are managed efficiently and the setting monitors and evaluates its practice through regular quality checks, staff appraisals and staff training.

Inclusive practice is promoted well and the setting has established good links with parents by maintaining effective daily contact both verbally and in writing. Parents are happy with the care their children receive and comment positively on the friendliness of the staff and their professionalism. They appreciate the verbal exchange of information with staff, which helps them to understand how their children are progressing on a daily basis.

The quality and standards of the early years provision

Staff demonstrate a good knowledge and understanding of child development, which helps them to support children's learning effectively. They provide well planned, purposeful play and exploration, both in and out of doors, with a good balance of adult-led and child-led activities. Children are engaged in active learning, they are creative and are learning to think critically. Each child receives an enjoyable and challenging experience because individual plans are made for them weekly by their key workers. Parents are involved in their children's learning through good methods of communication.

Staff encourage children to be active and understand the benefits of physical

activity by promoting outdoor play in most weather. For instance, pre-school children play outdoors in light rain dressed suitably. Babies are well supported to make physical progress because staff use the right equipment at the correct stage of development for them. For example, specially curved cushions are used to help them sit up and staff place toys just out of reach to encourage reaching and stretching. From the start, children become familiar with technology as babies use programmable toys, such as phones and staff have conversations with babies on the 'phone'. All children are highly involved in their play and outdoor play is made exciting for them, using child-initiated activities, such as a 'car wash' role play.

The setting promotes children's hygiene awareness well. Children understand and adopt healthy habits, such as washing their hands before eating snacks. Staff promote their independence in personal hygiene by providing good resources and visual cues, which show them how to wash their hands correctly. Children learn to recognise when they are hungry through using a café style snack system and wash their own plates when they have finished eating. Staff manage children's behaviour well and teach by example. For instance, they learn good table manners at lunch time as pre-school children and toddlers eat with the staff. Food is served at the meal tables so children learn to assess portion sizes. They enjoy their food and eat a well balanced and varied diet.

Adults help children to make progress in all forms of communication through reading stories with them and looking at books. Children use the computer to write and print their work. For example, children spell their name correctly when addressing envelopes to themselves using a computer programme and learn to link sounds to letters appropriately. Children are taught foreign languages, such as French and Spanish and children's understanding of numbers is promoted through simple problem solving activities.

Staff promote children's understanding of the wider world using visitors to the setting, such as the fire brigade, police, the vet and the 'zoo lab'. Children engage in activities based on cultural festivals and use resources that reflect positive images of cultural diversity. However, there are insufficient resources reflecting positive images of disabilities.

Information from observation and assessment is used successfully to ensure that children achieve as much as they can in relation to their starting points and capabilities. Staff recognise their significant achievements and plan the next steps in their development appropriately.

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?	3
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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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