

Hebden Bridge Private Day Nursery

Inspection report for early years provision

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Inspector

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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

Hebden Bridge Private Day Nursery was registered in October 2002. It is situated in the old station house next to Hebden Bridge Station. The premise is on two floors and there is an outside play area which is accessed across a cobbled area to the front of the nursery. Children attend from the local community and surrounding areas. The children under 2 years are cared for on the ground floor and the 2 to 5 year olds on the first floor. The kitchen, bathroom, office and staff toilet are also on the first floor. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time. There are currently 39 children aged from birth to under five years on roll, all attending various sessions. The nursery currently supports a number of children with learning difficulties.

There are six members of full-time and four part-time staff, including the manger and the majority of staff hold appropriate early years qualifications to at least NVQ level 2. One member of staff has recently achieved a foundation degree in Early Years. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are routinely met as staff work well with parents and carers in recognising the specific needs of each child, including those in need. Equality and inclusion is cultivated throughout the setting and children broaden their knowledge through a range of first hand experiences, which ensure that they value others and make a positive contribution to society. Staff regularly review the quality of the provision, practice and children's progress through quality checks and self-evaluation, and take positive steps to address identified weaknesses, although these systems are not fully established

What steps need to be taken to improve provision further?

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

- continue to develop the ways in which parents are able to review their children's progress and contribute to their learning and development records, also improve how parents are able to support and extend children's learning
- develop self evaluation and reflective practice to identify the setting's strengths and priorities for development that will improve the of the provision for all children.

The leadership and management of the early years provision

The nursery provides a warm, loving and personalised service and environment that offers high quality care, with a broad stimulating range of activities to meet children's individual welfare and learning needs. Enthusiastic staff work well together to ensure that the setting operates smoothly. A clear commitment to professional development and effective induction procedures, ensures that all staff understand and implement the setting's policies and procedures, whilst regular discussions and meetings ensure that training needs are identified and supported. The nursery is monitored through regular quality checks and self evaluation. Staff involve parents in self evaluation through regular questionnaires and have successfully completed the first step in a quality assurance programme. However, systems to clearly identify priorities for improvement and have a positive impact on the quality of the provision are not fully established.

Staff work effectively with parents who are highly valued and their comments are welcomed and respected. Parents feel a strong sense of partnership based on mutual trust and confidence in the staff. Information about the setting is of a high quality, comprehensive and accessible to all parents. Parents and staff value the successful settling in procedure and the on-going two-way sharing of observations and assessments of children's interests, play and learning which inform the next steps in their learning. In return, parents rate the nursery highly and comments, such as 'the nursery is brilliant' and my child has come on in leaps and bounds since attending nursery', mirror the views of many parents. Staff work well with other professionals who are considered an essential part of the setting, providing expert advice and support, in order to meet children's needs, safeguard their welfare and ensure progression and continuity of care and learning.

All staff within the setting understands their responsibility for safeguarding children and take necessary steps to promote their welfare and safety. The designated person fully understands her role and has completed a good level of training and uses current research and information to continually up-date her knowledge. Staff have a clear commitment to children's safety and effective procedures are in place regarding security, collections and the suitability of all staff who work with children. Supporting documentation and policies ensure that necessary steps are taken to record information and liaise with key agencies, when concerns about a child's safety or welfare are raised.

The quality and standards of the early years provision

Staff have a secure understanding of the EYFS and use this knowledge to effectively to support children's learning and development. Plans, activities and care routines take account of the unique and identified needs of all children. As a result, children make good progress in all areas of development. An ongoing cycle of information is used to assess and develop children's progress and detailed observations help staff to assess the stage of learning and plan for their next steps.

Records of children's progress are of a good standard and systematically shared

with parents, who speak confidently about their children's learning and development and contribute towards their well-being. There are some systems for parents to review and contribute towards their children's observation and assessments however, these are not yet fully robust.

Children thoroughly enjoy their time in the nursery and are settled and secure. Older children say that they enjoy singing. Babies move with confidence, control and coordination and use large cardboard boxes to explore and investigate, staff support their physical skills by helping them to stand and provide push and pull toys so that they can develop their gross motor skills. Children enjoy listening to stories and enthusiastically sing some of their favourite nursery rhymes and songs for adults. They enjoy visits from people within the community, such as road safety officers. Children have exciting opportunities to learn about people who help us as staff create a role play doctors surgery and clinic. Children use a wide range of resources to examine and treat their patients and clearly understand the purpose of the equipment used. They use writing as a means of recording as they take calls and book and record appointments, and write prescriptions.

Children learn to show their appreciation of other cultures and beliefs through an excellent range of planned activities, displays, handling resources, and first hand experiences. Interesting displays show a world map, highlighting different countries. Each country has individual dolls representing those countries and their traditional dress. Each time children go on holiday they take 'snow bear' and staff use 'circle time' to discuss children's holidays. Staff pinpoint these destinations on a map including photographs of children. They also enjoy looking at and reading postcards from 'snow bears' holidays' and participate in discussions about other countries visited by snow bear, the method of travel used and other interesting facts related to that particular country.

High levels of hygiene are maintained through effective cleaning and nappy changing routines. Children recognise the importance of keeping healthy and understand that they have to wash their hands because they are dirty, otherwise they will get germs. Fresh drinking water is available at all times and staff promote the five-a-day message and encourage a healthy lifestyle. As a result, children understand the difference between healthy and unhealthy foods. Children behave in ways that are safe for themselves and others. They develop an excellent understanding of dangers and how to stay safe as they explain in detail how they must not lay down by the door because someone may bump their head. Furthermore, they explain how they must hold hands on outings and not talk to people they don't know. They know that red means 'stop and green means go' otherwise 'you might get squashed by a car'. Children say that they are safe when they come to nursery because 'the grown ups will look after you and you won't get stung by wasps'.

Positive strategies are used to manage children's behaviour and gentle reminders and some intervention from staff help children to learn to share and co operate with each other. Time out and sensitive explanations appropriate to children's age and level of understanding help them to reflect on their behaviour. Children are asked to say sorry and give cuddles. In return, children understand that good behaviour means that they have to 'share toys and play nicely'. Good behaviour is

rewarded with stickers and an opportunity to take 'peppa bear' home and use a dairy to record what he has done during their time with them.

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?	1
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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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