

Hunderton Neighbourhood Nursery & Kids Club

Inspection report for early years provision

Unique reference number	EY388087
Inspection date	10/08/2009
Inspector	Deborah Ball
Setting address	Hunderton Neighbourhood Nursery & Kids Club, Belmont Avenue, Hereford, Herefordshire, HR2 7JF
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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

Hunderton Neighbourhood Nursery & Kids Club Limited opened in 2009 and operates from a self-contained unit within the grounds of Riverside Primary School, Herefordshire. There is a fully enclosed play area available for outdoor play. The setting is open each weekday for 50 weeks of the year from 08:00 until 18:00. The Kids Club operates after school from 15:05 until 18:00. Children are able to attend for a variety of sessions. The setting serves both local and surrounding areas and has links with local schools. The building is all at ground floor level and is accessed via a ramp.

A maximum of 69 children may attend the nursery at any one time. There are currently 43 children attending who are within the Early Years Foundation Stage (EYFS). The nursery is in receipt of nursery education funding. The setting also offers care to children aged over four years to 11 years as part of the holiday club during school holidays. The provision is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 17 members of childcare staff, all of whom hold appropriate early years qualifications. Three members of staff hold a Foundation Degree in Early Years, one of whom holds Early Years Professional Status and three are working towards BA Honours degrees in Early Childhood Studies. The setting receives support from the local authority. The nursery has recently undergone a re-accreditation of the Bronze Quality Assurance award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and very well cared for in the inclusive environment as staff have a solid understanding of their individual needs and liaise closely with their families. All children are provided with a wide range of interesting and stimulating activities which successfully promote the progress that they make in their learning and development. Secure relationships with children's parents and carers ensure that important information is exchanged about children's welfare, learning and development needs and the progress that they make. Relationships with other providers are developing well. Processes for continuous improvement and ongoing evaluation are effective and focus on achievable improvements which benefit the children who attend.

What steps need to be taken to improve provision further?

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

- develop further systems for sharing information with other providers delivering the Early Years Foundation Stage.

The leadership and management of the early years provision

Effective operational routines ensure that the nursery runs smoothly and children benefit from continuity of care within a safe and stimulating environment. The manager and staff are enthusiastic, dedicated and work well together as a strong and supportive team to ensure children receive a high quality childcare experience. Continuous communication enables information to flow effectively, ensuring consistency and continuity for all children. Staff use their time effectively to ensure that every child's individual and unique needs are well met. The staff have ongoing access to training which ensures they remain up-to-date with current good practice and changes within the early years field. As a result, they are fully informed of the Early Years Foundation Stage (EYFS) and implement this very well to provide a high standard of care and positive outcomes for children.

The procedures for self-evaluation are effective in identifying strengths and weaknesses and are used in conjunction with advice from local authority support to continue to maintain and improve strong outcomes for children. The views of parents and carers are regularly sought and any suggestions are implemented into the nursery's organisation where possible. All documentation required for the safe and efficient management of the EYFS are well maintained. Policies and procedures are effective, inclusive and are implemented extremely well by staff. Children's welfare is safeguarded because quality risk assessments are effective and used appropriately to ensure that action is taken to manage or eliminate risks. As a result, children are cared for in a safe and secure environment and are well supervised by staff. Clear recruitment, vetting and induction procedures are in place which ensures that children are cared for by staff and suitable adults. All staff have a solid knowledge of the setting's child protection policies and procedures, which are reflective of Local Safeguarding Children Board (LSCB) guidelines. They understand the action that should be taken in the event of a concern about a child in their care.

Parents and carers are provided with a wide range of information, including a prospectus, regular newsletters, displays around the provision. Access to the settings policies and procedures ensure that parents and carers develop an understanding of the activities and opportunities available to their children and the way in which their care and learning environment is organised. The views of parents and carers are sought via verbal communication, parent's evenings, transition questionnaires and daily diaries. Examples of the actions taken by the nursery as a result of their views include the introduction of staff photographs outside each care room and the completion of the nature garden of which volunteer staff, parents and children helped to become a reality by giving up their weekends. The setting has developed very strong links with neighbouring school nursery that they provide wrap around care for. They join up with both the school nursery and reception classes for themed days. Parents and carers are provided with ongoing information about their children's progress and have free access to their developmental records. Staff verbally exchange information with parents and carers and other providers collecting children each day and have started to exchange information relating to children's next steps of learning. For those

children who attend wrap around sessions with the local school, a communication diary provides a three way communication system between the setting, the school nursery and home. Unfortunately, this is only used effectively for a few children. Relationships with professionals from external agencies are, however, well developed thus ensuring that all children, including children with learning difficulties, disabilities and those who speak English as an additional language, receive the support they need in order to make progress in line with their unique welfare, learning and development needs.

The quality and standards of the early years provision

Children make good progress in all areas of learning and development. They relish their time at nursery and the wide range of rewarding activities and play opportunities available. These offer a wealth of choice and capture children's interest and imaginations. As a result, children are purposeful in their play, concentrate well and readily make decisions about how they would like to spend their time. Children are supported by a capable, skilled and experienced staff team who are supportive in enriching and extending children's play and learning without inhibiting their ideas and imagination. Staff structure the day flexibly and make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. Consistent observation, monitoring and assessment of children's progress results in staff having a clear vision of each child's learning needs. The quality of planning for individuals is of a good standard and it is carefully informed through regular observations of children during play. The key persons successfully use children's individual progress records to plan interesting activities which support each child to move on to the next stage in their development.

Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with circle time, singing familiar nursery rhymes and focussed speaking and listening activities. They eagerly join in with conversations and chat animatedly during their play and everyday routines. Books are available in the book corners and children enjoy accessing these independently to read alone or as part of a small group. Children make good use of writing resources to make marks and practise their developing writing skills. The children are encouraged to explore patterns and the different shapes that they can make as they mould play dough and make marks with their fingers in the shaving foam on the table. Children have many opportunities to explore, investigate and extend their imagination and problem solving skills. For example, babies and young children enjoy using natural materials, such as wooden spoons, metal household containers and various textured materials to explore their senses and experiment. Older children experiment with cause and effect as they explore what happens as they pour water into pipes. They watch with interest as the water cascades down until it reaches a bucket at the bottom, they try floating objects, such as leaves, toy cars and corks down the guttering, experimenting with the volume of water needed to make each of the objects move from the top to the bottom. Children of all ages relish joining in with craft and sensory activities, such as printing with paint, creating colourful collages and messy play using jelly, corn flour silk and custard. All children have regular access to communication, information and technology

equipment, such as interactive toys, play telephones and computers. They make the most of the outdoor facilities to play out in the fresh air, learn new skills and enjoy investigating and exploring their surroundings. For example, they enthusiastically join in with hunting for mini beasts, carefully lift up logs and get very excited when they find some woodlice. Children are learning about the wider world through craft activities, stories, music and everyday discussion. A range of religious and cultural festivals are explored and resources reflect positive images of diversity.

Children are encouraged to develop a healthy lifestyle through easy access to their own drinks bottle and a fruit basket which they are able to take a piece of fruit out of to eat if they wish to do so. They enjoy healthy and nutritious snacks each day which offer variety and choice. The nursery encourages children to bring in healthy lunchboxes and have supported parents in this by holding open days for parents and carers regarding preparing healthy snacks and giving ideas for what to put in a healthy lunchbox. In addition, the children are involved in growing potatoes, tomatoes, turnips and carrots. All children play outside on a daily basis which allows them to experience nature, the changing weather and seasons and to enjoy the space and opportunity to be physically active and exuberant.

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?	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?	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