

Hillrow Day Nursery

Inspection report for early years provision

Unique reference number	221590
Inspection date	11/08/2009
Inspector	Margaret Elizabeth Roberts
Setting address	35 Hill Row, Haddenham, Ely, Cambridgeshire, CB6 3TQ
Telephone number	01353 741340
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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

Hillrow Day Nursery is privately owned and managed. It opened in 1996 and operates from a large bungalow in Haddenham, Cambridgeshire. The building is accessed by a short ramp. A maximum of 38 children aged four months to under eight years may attend the group at any one time. It is open each week day from 8.00am to 6.00pm for 51 weeks of the year. All children share access to an enclosed outdoor play area. There are currently 73 children attending, 46 of whom are in the Early Years Foundation Stage (EYFS), some of whom receive funding for early education. There are 11 members of staff, who work with the children. Of these, nine hold appropriate early years qualifications and one is working towards a qualification. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Hillrow Day Nursery provides effectively for children in the EYFS. Children are making very good progress in their learning and development in most areas. The excellent working relationships that have been built with parents and other professionals ensures that the uniqueness of all children is recognised and that their individual needs are met. A safe, extremely hygienic environment has been created indoors with relevant documentation in place to support children's welfare. Improvements have been made since the last inspection and the setting self-evaluates the provision to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop children's independence further through more freely chosen play activities particularly out of doors
- ensure that the risk assessments cover everything that a child may come into contact with on the premises and for any outings, stating when and by whom they are carried out.

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

- take all reasonable steps to ensure that all hazards to children are kept to a minimum, including those posed by the overgrown area of the outdoor play space.
(Suitable, premises, environment and equipment, also applies to the compulsory and voluntary parts of the Childcare Register)

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The leadership and management of the early years provision

Children's welfare, learning and development are promoted very well because staff have a sound understanding of the requirements set out in the EYFS. Children are cared for by staff who have appropriate qualifications and are supported by senior managers to access further training to update their childcare knowledge. Children are safeguarded by the extremely robust vetting systems that are in place to ensure that all adults looking after children or working on the premises are suitable to do so. Staff are able to respond appropriately should they have concerns that a child may be neglected or abused because they have a very good understanding of the procedures to follow. Risk assessments are carried out in different areas of the premises to identify and minimise hazards to children. However, although staff are vigilant when children are playing outside some areas do pose a risk to children. For example, children are able to access a very overgrown area of the garden where brambles and nettles are in abundance. This area also has other items that could cause injury to a small child should they choose to explore.

The relevant documentation that is in place helps staff to carry out their work effectively and ensures that the needs of all children can be met. The self-evaluation that the registered person and managers of the setting undertake helps to identify the strengths and weaknesses of the provision enabling improvements to be made. This has resulted in changes being made since the last inspection to promote children's learning to a higher standard during their time spent at the nursery. Parents are kept well informed of their children's achievements and progress through the good two-way flow of information that has been established. They are encouraged to come and help in the nursery so that they can be involved in supporting their children's learning and development. Parents state how pleased they are with the provision and that they feel able to approach staff should they have any concerns. Partnerships with other professionals and the close positive working relationships that are built with parents ensures that children's emotional security is supported and helps them to settle quickly and play happily throughout the day.

The quality and standards of the early years provision

Children make progress towards the early learning goals because they enjoy themselves in a relaxed, happy atmosphere. Staff plan and provide appropriate activities and experiences for children of all ages. Babies and toddlers feel safe and secure as they explore their surroundings supported well by staff who know them extremely well. Individual needs are met and children achieve as much as they can because the children's starting points and capabilities are discussed with parents and used in the planning of activities for each child. Observations and assessments which are undertaken by staff show how children are making progress in their learning and development. These are shared with parents who often include their own comments on what children have achieved at home, which staff then use in the future planning of activities.

Children are confident and competent learners who approach visitors with ease,

often initiating conversations. They introduce themselves by using their full names, inviting visitors to tell them who they are. Comparisons of names, by the children, that are similar are then used to introduce adults to one another. Children over three are beginning to recognise written number and count to 10 with ease. They attempt to write their names, often with recognisable letters and willingly do small chores, such as helping to lay the table for lunch. Babies are cared for in their own base room where their individual routines are followed by experienced staff. They are able to be active and rest undisturbed as their needs dictate and are fed as and when required. The carefully thought out settling-in period and transition systems from each room for the babies and toddlers helps them to grow in confidence and tackle new experiences with ease. The organisation of the day ensures that children have access to activities over a period of time, in different areas of the setting, to promote their learning in all areas. However this sometimes impacts on their independence as they do not always freely choose resources or access the outside area of their own accord as they are often directed by staff.

Children are welcomed into a homely environment where they enjoy themselves and have warm, friendly relationships with staff. Their health and well-being is promoted exceptionally well because hygiene is paramount. Exemplary practices by staff are taken to prevent the spread of infection. Children are taught the importance of personal hygiene through the daily routines, such as the regular washing of hands and the cleaning of teeth after meal times. Menus are sent home so that children are able to make healthy choices, guided by their parents, of what they eat and drink. Children's medical needs can be attended to as staff are trained in first aid and information is gathered from their parents regarding health issues so that appropriate action can be taken.

Children behave exceptionally well as they follow the staff's good role model. Children of all ages mingle together playing happily alongside one another or in group situations. They are extremely well mannered, always saying 'please' and 'thank you', encouraged by staff to say 'sorry' to one another should any disputes occur. They share and take turns and understand if they are asked to wait if an activity that they wish to take part in is over subscribed. The praise and encouragement that is given freely by staff helps to develop children's self-esteem and confidence. Children thrive in this caring, inclusive child-friendly and homely environment.

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?	3
How well are children helped to be healthy?	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stated in the early years section of the report. (Suitability and Safety of Premises and Equipment)

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stated in the early years section of the report. (Suitability and Safety of Premises and Equipment)

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