

# The Heathers Nursery

Inspection report for early years provision

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**Unique reference number** 257937  
**Inspection date** 10/09/2009  
**Inspector** Georgina Emily Hobson Matthews

**Setting address** Bracken Avenue, Norwich, Norfolk, NR6 6LS

**Telephone number** 01603 485371

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**Type of setting** Childcare on non-domestic premises

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## 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).

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## **Description of the setting**

The Heathers Nursery opened in 1996. It is a committee run provision and operates from a mobile unit and a purpose built classroom within Heather Avenue Infant School in Hellesdon in Norfolk. Children attend from the surrounding area. The setting is accessed via a ramp and children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and a maximum of 44 children may attend at any one time. It is open on weekdays from 9.00am until 11.30am and from 12.20pm until 2.50pm during term times only.

There are currently 50 children on roll who are within the Early Years Foundation Stage (EYFS) and the nursery is in receipt of government funding for nursery education. It supports children with special educational needs and children with English as a second language. The committee employs nine staff members to work with the children. Of these, seven hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The committee and staff team create a welcoming and stimulating environment for children. Established evaluation and risk assessment systems are in place in order to assess the provision. Strong partnerships are formed with parents and information is provided for them about most aspects of the nursery's procedures. Generally, sensitive systems are in place to support the inclusion of each child and all children make good progress in their learning.

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

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

- notify complainants of the outcome of any written complaints relating to the requirements within 28 days of having received a complaint
- provide opportunities for children to develop and use their home language in their play and learning
- use assessment to plan the next steps in children's developmental progress.

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

Children are safeguarded and protected as staff members have a secure understanding of Local Safeguarding Children Board guidance and procedures. Records, policies and procedures for the safe and efficient management of the Early Years Foundation Stage (EYFS) and to ensure that the needs of all children are met are well maintained. The premises are clean and hygienic and effective steps are taken to promote children's health and well-being and to prevent the spread of infection. A member of staff who holds current paediatric first aid

training is always on duty in each room. Comprehensive, ongoing risk assessments ensure that indoor and outdoor spaces, furniture and equipment are suitable and safe. The enthusiastic committee and staff team strive for improvement and completed a quality assurance scheme last year. They have continued to evaluate their childcare provision in order to have a clear reflection of their service and to target the main priorities for development. Space is used well to accommodate children's play and is arranged successfully to enable children to become independent within their play. There have been some recent staff changes and robust recruitment, vetting and induction procedures are in place. Staff members are well deployed. Most hold recognised childcare qualifications and access ongoing training to update their knowledge and to improve their practice. They are sensitive in their management of children. Staff members offer children lots of praise; listen carefully to their news and ideas and support children's play. Those who have a good understanding of the EYFS take on a key person role for small groups of children. Each key person liaises closely with parents to familiarise themselves with children's starting points. Continuous play provision offers children opportunities to develop in all areas of learning and staff members use a range of teaching methods to support their play. Regular observations of children's play are maintained. The nursery recognises that the analysis and review of these observations requires some development in order to effectively assess each child's progress and to plan for the next steps in their learning.

The setting generally promotes equality and diversity well and supports every child so that no group or individual is disadvantaged. Each child has equal access to toys and equipment and activities are adapted to ensure that less able or younger children can be involved. A staff member has accessed recent training in order to tailor systems more effectively to meet the needs of children with English as a second language. However, at this time the nursery is not sufficiently informed prior to the arrival of individual children with English as a second language to meet their needs effectively. The nursery has experience of caring for children with special educational needs and disabilities. It has regard to the Special Educational Needs Code of Practice and works with other professionals to support children. Parents are valued. They take on roles as committee members and as parent helpers. Staff members work closely with parents in order to settle children at the nursery. Parents are provided with detailed information. However, the complaints policy does not advise that complainants will be notified of the outcome of any written complaints relating to the requirements within 28 days of having received a complaint in order to fully inform them. Parents have opportunities at the beginning and end of each session to discuss their child's progress. Management welcome their views on the provision in order to inform the nursery's evaluation. Parents' satisfaction is reflected in their positive feedback. The nursery has close links with the Infant School and has experience of working with other professionals in order to promote children's learning and well-being.

## **The quality and standards of the early years provision and outcomes for children**

Children feel safe in the setting as staff members are attentive to their needs at all times. They are friendly and affectionate and offer children comfort and

reassurance during their first days at nursery. Children learn about how to be safe. They are shown how to handle and use tools and equipment such as paintbrushes and utensils used for cutting dough. Staff members offer them gentle reminders such as not to run indoors. Children's awareness of fire safety is raised through regular fire evacuations. They learn about road safety and of how to stay safe in the sun. Children are encouraged to adopt healthy habits. They develop good hygiene as they wash their hands before eating and after toileting. Children are encouraged to make healthy eating choices and are offered a range of nutritious fruits at snack time. They are able to access fresh drinking water throughout the day and learn to drink when they are thirsty. Children are encouraged to be active and may access an outdoor play area throughout each session. They move with confidence in and outside the setting. Children learn to move with control and co-ordination on a large climbing frame and confidently manoeuvre small cars and scooters around the play area. They learn to manipulate small tools as they explore dough.

Children behave well and respond to expectations. They play alongside each other or in small groups and learn to share resources and to make choices and decisions. Older children interact well with each other and play cooperatively. They form close bonds with staff members and gain a valuable sense of belonging at the nursery. Children develop skills for the future. They learn that print carries meaning in the print-rich environment. Children recognise their names as they register on arrival. Some children are able to write their names and begin to link sounds to letters. Children have access to a wide range of books. They look at these independently in quiet corners and listen intently to stories at group times. Children are able to borrow books to look at with parents at home. They recognise numbers around the room and learn to count during practical activities. For example, as they place miniature people in boats before setting off on a journey. Children learn about other cultures and understand that there are other ways of communicating as they learn simple French words. They observe the growth of sunflowers and take photographs to record the flower's progress. Children learn to operate simple computer software, tape recorders and cameras. Their creativity is developed as children paint and make collages and music. They immerse themselves in imaginary play in small groups such as when four children play in a home corner and take turns to cook for each other and to 'tidy the kitchen'.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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