

Huggies Day Nursery

Inspection report for early years provision

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EY313554

Inspection date

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Inspector

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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).

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.

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Description of the setting

Huggies Nursery opened in 2005 and changed to a limited company in 2006. The setting operates from two separate buildings in the grounds of Bradwell Hall Residential Nursing Home. It is situated in a residential area in Newcastle-Under-Lyme, Staffordshire. A maximum of 140 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 am to 6.00 pm for 51 weeks a year. All children share access to a secure enclosed outdoor play area. The setting supports children with learning difficulties and/or disabilities.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. There are currently 200 children on roll. Of these 175 are in the early years age range. Children come from a wide catchment area.

The nursery employs 40 childcare staff. All of the staff, including the manager hold appropriate early years qualifications. 13 staff, including the manager are working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and stimulating environment where they are able to make good progress towards the early learning goals through a varied range of activities that interest them. This is a fully inclusive setting where each child is recognised as unique and the staff ensure that their individual needs are met. There is a good working partnership with parents and other providers of the Early Years Foundation Stage. There are effective procedures in place to ensure the provision reflects on their practice throughout the nursery and changes are made to benefit the care and education of the children.

What steps need to be taken to improve provision further?

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

- ensure children are encouraged to self select toys and resources to promote problem solving and independent play
- review risk assessments for the pre-school building to ensure all internal doors are kept secure.

The effectiveness of leadership and management of the early years provision

The setting has appropriate procedures to ensure children's safety and welfare, for example, effective recruitment and vetting procedures are in place. Very effective

systems are in place to ensure that staff are suitable to work with the children and that they continue to be suitable. All new staff undertake an induction programme; this includes having regard of the policies and procedures of the nursery. Staff are encouraged to undertake training to increase their knowledge and skills.

Risk assessments of the premises have been completed and are reviewed regularly. However, at the time of the visit an internal door that leads to the adjacent nursing home was unlocked. All outings are risked assessed prior to being undertaken and daily checks are completed on all rooms and the outdoor play area. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. All required documentation is kept on the premises and details the required information regarding children's individual needs. The setting follows all required policies and procedures. As a result children's welfare is fully protected.

Partnership with parents is strong. Parents value the nursery and the care that their children receive. They are fully aware of the observations undertaken on their children and each month they are invited to contribute their knowledge of their child and discuss the child's next steps with their child's key person. As well as the daily verbal communication young children have daily diaries that are sent home each day. They receive reports on their children and are invited in to attend formal parent evenings. Parents are also encouraged to attend social events, for example, when children in the pre-school rooms held a café day.

The setting is proactive in identifying any additional help required for the children and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience. Effective settling procedures ensure that children settle quickly, because they feel reassured by the staff who create an environment which is warm and accepting of everyone.

The management has a firm commitment to the development of the nursery and the self-evaluation has been developed that shows key areas for improvement, for example, the outdoor play area. Recommendations made at the previous inspection have been addressed.

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

All children are fully included within the setting. Staff ensure children are able to access a range of activities and achieve this through equipment being accessible for children. However, children tend to ask staff members for resources rather than independently accessing them which does not promote problem solving and independent play. Children cooperate well with each other, sharing resources as they construct master pieces from the building blocks. Older children are able to freely access a variety of writing materials and resources while younger children enjoy exploring shaving foam and paint which enables them to practise their mark-making skills. Children develop interests in books from a very early age, staff read books talk about the pictures to the youngest children whilst the older children sit and listen intently at story time.

Print and numbers are displayed in areas for older children, with most of the equipment labelled. Children's work is displayed in all areas of the nursery. Their technology skills are generally promoted, as they enjoy using the computer with suitable programmes with younger children playing with programmable toys. The group celebrate various festivals, look at other cultures and taste different foods from around the world and have equipment which reflects the diversity of society. The children also learn about the wider community when taking part in visits out of the nursery and visiting the local school and adjacent nursing home to entertain the residents. Adults skilfully and naturally engage with the babies, talking to them as they play and giving them the independence to explore their space while under an ever watchful eye. Staff undertake observations to record children's progress. These are then used to inform planning which identifies individual children's next steps in their learning.

Space within the setting is well-organised, with children grouped according to age and ability. Children are able to move freely between activities. There is a good standard of hygiene practices. Staff wear aprons and gloves for nappy changing. Staff are vigilant about hand washing and ensure children wash hands after toileting and before meals. Children enjoy healthy meals and snacks and these are sociable times with staff sitting with the children and chatting to them. Younger children receive assistance and care at meal times, for example, encouraging one child to feed themselves. Children, enjoy their time outdoors where they develop a good awareness of healthy lifestyles because all age groups make good use of the extensive garden for outdoor play and activities. Behaviour within the nursery is very good children understand and know what is expected. They treat one another and staff with respect. Staff manage behaviour in a calm quiet manner and are positive role models. The skills they develop through their time in the setting ensures they are prepared and will contribute to their future economic well-being.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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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