

Hawthorn 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

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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

Hawthorns Private Day Nursery was registered in 2005 and is privately owned. It operates in a detached property in Skelmanthorpe. Children are accommodated in four rooms on two floors, with access to an enclosed outdoor area. The nursery is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. A maximum of 52 children may attend the nursery at any one time. There are 74 children aged from birth to under five years of roll, some attending on a part-time basis. The nursery supports children with learning difficulties and disabilities. It is open each weekday from 7.30am to 6.00pm throughout the year. There are 14 members of staff who work directly with the children, all of whom hold relevant childcare qualifications. Early Years Professional Status is held by one of the owners and one member of staff. The setting is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled at the nursery and benefit from a warm, inclusive, and welcoming environment. They are making good progress towards the early learning goals and their welfare is well promoted. Good systems are in place to plan activities and to observe and assess children's progress. The provider uses a self-evaluation system to assess the setting's strengths and weaknesses and demonstrates a highly positive attitude to improvement. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties and disabilities. However, the nursery owners are aware that resources and activities to promote children's understanding about diversity are limited. The nursery works extremely well with parents and outside agencies.

What steps need to be taken to improve provision further?

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

- increase resources and planned activities to develop children's learning about diversity.

The effectiveness of leadership and management of the early years provision

The nursery owners and staff have a very clear understanding of their role to safeguard children and have confidence in their ability to put relevant procedures into practice in order to ensure children are fully protected. Clear recruitment and vetting procedures ensure that all staff working with children are suitable to do so. Robust risk assessments are in place indoors, in the outdoor play areas and on outings. They are used effectively which enhances the safety of the children.

Highly comprehensive policies and procedures are in place and contain all of the required information. Staff have attended training to implement the Early Years Foundation Stage (EYFS) and are putting their knowledge into everyday practice. As a result, children make good progress given their starting points. The nursery evaluates the service through involving staff, parents and children in the self-evaluations process. Valuable support is received through the local authority. This results in a service that is responsive to the needs of children and their families. Development plans are in place, which identify that the nursery would like to develop the outdoor area further and provide the children with more IT equipment, such as child friendly digital cameras. This demonstrates the nursery's commitment to continuous improvement. The nursery owners are highly committed to ensuring they have a well qualified staff team, and staff are supported well to attend relevant training. Recommendations made at the last inspection have been acted on positively. Fire evacuation records are now completed in greater detail and there is a written procedure for staff to follow in the event of a child being lost. The system for recording children's progress has been developed so that the next steps for learning are clearly shown. Also parents are provided with more information about planned activities with suggestions about how they can support this at home. The improvements have enhanced safety as well as play and learning opportunities for the children.

The setting is proactive in providing an inclusive environment has a highly positive relationship with parents and carers. Both parents and children are very involved in the self-evaluation process and their views are actively taken on board. The nursery sends out questionnaires to parents and values their opinions. Parents provide relevant information about their children, which staff use to ensure children's individual needs are met and to form relationships with them. They are very well informed about their children's well being and progress through highly inclusive systems of communication. For example, they can see children's observation and assessment records at any time and they attend parent's evenings where they speak to their child's key person. They also receive comprehensive information through daily diaries, discussion, topic sheets, newsletters and a notice board. Parents feel involved with their children's learning through open invitations to attend the specialist dance sessions, be present when visitors such as Police Officers and the Health Visitor come to talk to the children and take part in outings. Parents say they are very pleased with the nursery, emphasising that the staff always ensure that the children are their highest priority.

The nursery is highly committed to working in partnership with other agencies. It has taken a lead in implementing an effective transitional policy to promote excellent channels of communication between the nursery and schools and other providers of the EYFS which children attend. Transition books which include details of children's welfare and progress are shared with comments from parents and the other providers. Records are carefully maintained to ensure clear information is kept regarding the location of the book. There are well established channels of communication in place with partners involved with individual children which successfully promotes their learning development and welfare.

Children are starting to develop their understanding about equality and diversity.

For example, they celebrate some festivals such as the Chinese New Year and Diwali and use resources such as dolls and small world figures in different skin colours. However, resources, displays and planned activities to support their learning about differences between people are limited.

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

Children are making good progress in all areas of learning and development. The stimulating environment is well set out in clearly defined areas and children have ample space to move about freely. Children are able to self select from a wide range of high quality toys and resources. The nursery has received a Gold award in healthy eating which shows that care is taken to plan and provide highly nutritious freshly cooked meals. Mealtimes are social occasions, staff sit and interact with the children encouraging them to help themselves to vegetables and drinks. Children learn about healthy lifestyles by regularly preparing snacks, such as fruit kebabs. Discussion during these activities helps them understand where food comes from and what it feels, smells and tastes like. They take turns to take fruit and vegetable peelings to the recycling bin and are starting to grow their own vegetables. The health visitor attends regularly and talks to the children about health and hygiene. Systems are in place to support children to wash hands and clean their teeth regularly. Children also stay healthy by making very good use of the outdoor areas where they have ample space to run around. They concentrate well while taking part in indoor exercise activities, such as, dancing lessons with a specialist teacher. Children enjoy exploring the local area surrounding the nursery they go on walks to see animals.

Good systems are in place to observe and assess the children's progress and identify their next steps for learning and children's progress towards the early learning goals. Staff use the observations and assessments to plan play experiences which follow their interests. The key person system works very well throughout the nursery with children's care needs, for example, by nappy changing and toilet training being given attention by their key person.

Young babies have lots of cuddles, good eye contact and the staff sit on the floor laughing and talking to them, encouraging them to join in action rhymes and songs. Their individual needs are very well met with staff respecting their home routines. The children enjoy many sensory activities which include playing with paint, sand and shredded paper. Messy play is given high priority throughout the nursery, older children enjoy creative activities and their artwork is well displayed showing that they experiment with paint, glue and collage in a variety of ways. Throughout the nursery staff spend time talking to the children, supporting them and provide a good balance of adult led and child initiated activities. The children relate well to staff, for example, when they talk to them about it being their turn to visit the recycling bin. Staff respond well with interest, and continue the discussion at the right level for children to relate to and understand. Children demonstrate a strong sense of security and understand issues relating to safety. Visits from the community police officers help them to learn about the dangers associated with talking to strangers. They show they are developing good manners when they say

please and thank you as they help themselves to food at mealtimes. They understand basic rules, such as sitting down quietly and listening to each other at circle time. They make a positive contribution to the running of the nursery by being involved in food preparation, helping themselves to drinks and recycling fruit and vegetable peelings. The children are confident in the setting and are learning independence and social skills. The older children wash their hands independently before eating and confidently explain that they are washing the germs away. Children become familiar with numbers through everyday activities, which include counting pieces of fruit as they prepare and eat their snack, using numerals which are displayed in the nursery, counting and singing number rhymes. Their IT skills are developing through using the computers and they can control the mouse well. They all enjoy listening to stories and many children relax in the comfortable reading areas and help themselves to books and look at them independently. They also operate the CD player confidently and listen to stories using headphones.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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