

Heathfield House 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*.

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Description of the setting

Heathfield House Day Nursery opened in 1999 and was re-registered when it changed ownership in 2006. The nursery is privately owned and operates from a converted house in the Birchwood area of Warrington close to shops and schools. Children have access to three playrooms on two floors of the building. There is an enclosed garden for outdoor play. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are currently 37 children under five-years-old on roll who attend on different full and part-time places. The nursery currently supports children with special educational needs and English as an additional language.

A total of eight staff who all hold appropriate early years qualifications are currently employed to work with the children. Six members of staff are working towards a further qualification. The nursery provides funded early education for three and four-year-olds and receives support from the local authority in Warrington.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have developed a secure understanding of the Early Years Foundation Stage (EYFS). Consequently, children's attainment in relation to their starting points is good. A high priority is placed on valuing the uniqueness of each child. Procedures and practices are for the most part effective and contribute towards the safety and welfare of the children. Purposeful partnerships with parents and others contribute towards ensuring consistency and continuity for children's welfare, learning and development. Clear processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

What steps need to be taken to improve provision further?

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

- continue to improve practice in planning, observation and assessment to consistently identify children's progress
- review the risk assessments to take account of ivy in the garden and access to the stable block containing the laundry.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge and understanding of safeguarding procedures; they are familiar with potential signs of abuse and know how to report concerns appropriately. Risk assessments are completed for the premises and outings to monitor children's safety. However, these do not take into consideration ivy growing in the garden and the laundry facilities in the old stable building which are on occasion accessible and may pose a hazard to children. Thorough procedures are in place to ensure staff are suitably checked and qualified for their role, and a record is maintained of all visitors to the premises. All the required documentation and consents relating to the welfare of the children are in place and stored to respect confidentiality.

Self-evaluation procedures help staff to identify targeted areas for improvement in order to continually enhance the quality of care, learning and development for all children. Staff agree that planning for individual children and further development of the outdoor area are areas for future improvement. The staff team are committed to ongoing training in order to continually enhance their practice. Staff work well together and know each of the children as individuals. Regular supervision and appraisals highlight areas for future development and additional training needs.

Staff establish positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive comprehensive information about their child's welfare, learning and development. Questionnaires provide ongoing opportunities for parents to put forward their ideas and contribute towards the self-evaluation process. Parents express high levels of satisfaction with the service provided. 'All about me' booklets and discussions help to identify what children already know and can do when they are first admitted to the nursery. In addition, parents are kept well informed of their child's progress and are provided with opportunities to contribute to their learning journey. They are given information so they can support and consolidate their child's ongoing learning at home. Beneficial links are made with staff from local schools to ensure consistency and continuity for children's care, learning and development.

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

The staff have developed a clear understanding of the Early Years Foundation Stage which helps to ensure that children enjoy valuable play and learning experiences whilst at the nursery. Many activities are led by children thereby ensuring their interest. A learning journey is maintained for each child to chart their attainment. These include observations, examples of their work and photographs of them absorbed in a variety of activities. However, systems lack consistency across the nursery and as a result, children's progress towards the early learning goals is not always clearly identified.

Children develop good communication skills as staff continually engage with them, ask open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Books are attractively organised for children to help themselves. The children mix well together and offer one another support, which contributes to them learning about others and themselves. Resources and activities which promote children's awareness of the wider world are plentiful. These include dressing-up clothes, posters, disabled figures, jigsaws and books. Celebrations throughout the year including Chinese New Year and Diwali, enhance their understanding of diversity. Children are encouraged to widen their tastes by experimenting with foods from different cultures. Resources are organised in low-level storage for easy access with visual and written labelling enabling all children to make their own choices. Words in different languages, such as Polish and Shona, are displayed to help all children feel valued and included.

The staff encourage children to work out solutions for themselves. They only intervene at the request of children, to provide assistance if required. Children spend lots of time in the garden where all the activities available indoors are replicated. They plant and care for a variety of fruits and vegetables which they also enjoy eating. Children fill their watering cans and observe where and how the water flows once it is poured into tubes, funnels and pipes. They enjoy a good balance of adult and child-led activities, which results in them being active learners who can think critically. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, babies and toddlers enjoy painting with their hands and feet, chasing bubbles and exploring a variety of textures. Older children make collages of hedgehogs with pasta and paint, weigh and measure the ingredients for the Halloween biscuits they are making, and create necklaces and bracelets from beads and pipe cleaners.

Staff demonstrate high levels of commitment to implementing effective strategies to promote children's social, physical and economic well-being. Children's good health is effectively promoted. Meals provided are healthy, balanced and freshly cooked on the premises each day. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour, for example, willingly helping a friend to pour the water down the tube. On outings in the locality, older children use the walk-a-dial to help keep them safe as they are securely strapped together. Children learn about 'stranger danger', the Green Cross Code and how to evacuate the building in an emergency. Visits from the different emergency services are not only exciting events but also help children to understand the importance of keeping themselves safe.

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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