

Hobblewobbles 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

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Description of the setting

Hobblewobbles Private Day Nursery Limited has been registered since 2009. The nursery operates from a two storey building attached to St Paul's Methodist Church in Shaw near Oldham. The nursery is registered on the Early Years Register and provides care for up to 40 children. There are currently 18 children on roll who attend for a variety of sessions. It is open from 07.30 to 18.00, Monday to Friday all year round. Children have access to three play rooms and toilet facilities on the ground floor of the building. There is an enclosed outdoor area for physical play activities. The nursery is owned by a limited company. The nominated person is also the manager and takes responsibility for the day to day management of the provision, she holds a recognised childcare qualification.

There are six members of staff, five of whom work with the children. Four of these hold an appropriate childcare qualification and one is working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident, happy and settled in the nursery. They are making progress towards the early learning goals and their welfare is well promoted. The manager is highly motivated, enthusiastic and has a clear vision of what she wishes to achieve. The closely knit staff group support her and share her aims. They are beginning to self-evaluate their practice and recognise where improvements need to be made, such as systems of planning and observation and the provision of more physical play. The nursery works very 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:

- provide more opportunities for children to count and to recognise numbers and letters
- provide more opportunities for children to have access to free painting, water, sand, malleable play, cutting and sticking
- use observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child
- ensure that planning shows the learning objectives of each activity
- include examples of children's art work and photographs in their records of achievement to show progress.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding with robust policies and procedures in place which are clearly understood by staff. Mobile phones are forbidden in the workplace and staff are given guidance on the use of social networking sites with reminders about confidentiality and professionalism. All staff receive safeguarding training and the manager has experience of working together with police and social services departments to ensure the continued safety of children. Procedures have been tested and found to be sound. Risk assessments are in place for all areas of the provision and are reviewed regularly. Recruitment procedures are effective and clear vetting procedures ensure that all staff are suitable to work with children.

The manager has a clear sense of vision about what she wishes to achieve and the staff are a close, cohesive team who share her aims. They are totally committed to their further professional development through training and achieving further qualifications. They hold regular staff and management meetings of all staff, including the cook and student, to review practice. The manager has implemented regular training audits and staff appraisals. They have recently invited parents to fill in questionnaires and started a consultation process to determine future improvements. Parents receive good information about their child's care and education in the form of newsletters, daily diaries for younger children and a well kept notice board. They are also invited to share in celebrations, such as Halloween parties and Christmas lunch.

The nursery satisfactorily promotes equality of opportunity and is building good partnerships with other professionals and the community they work in. They have good working relationships with the local authority support worker, health visitors and social workers. The children have been invited to share harvest and Christmas celebrations in the church who own the premises and local shopkeepers are beginning to recognise the children and welcome them into their shops. The premises meet the needs of people with disabilities and there is a proactive policy in place to meet the needs of children with physical disabilities or learning difficulties. The organisation of the premises, availability of resources and deployment of staff, effectively supports children's learning and development whilst promoting their welfare and well-being.

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

Children are making satisfactory progress towards the early learning goals. The environment is set out in defined areas allowing children freedom to move about and make choices about their play. They are given individual support by the staff and as a result children are confident and eager to learn. They are happy, settled and involved in their play. There is a satisfactory balance of adult led and child initiated activities, for example, babies were involved in making foot prints in paint which will be used towards a frieze for the display boards. A one year old toddler

playing with the dolls house chooses a tiny chair, stands it on the carpet and backs gently up to it trying to sit down. Unable to do so, she keeps trying, then puts it back in the house. Children are able to make choices about their play and help themselves to easily accessible resources. However, children have few opportunities to access continuous provision, such as free painting, sand, water, malleable play and gluing. Staff spend time extending children's language skills and critical thinking. A group of two and three year olds listen well to a story about being kind and taking care of themselves. They show good understanding by giving feedback on eating healthy food and getting lots of exercise. Children who have English as a second language have dedicated time with adults giving one to one support to encourage their use of language. Children are beginning to understand problem solving, reasoning and numeracy in their day to day practice. A child plays with a ball machine, puts the ball into the top of the machine, pulls the lever and watches the ball roll. He is able to work out how the toy works and repeats the action. However, children have little opportunity to recognise numbers and words or count forwards and back and much of the labelling is in upper case letters. This prevents children from relating the labels in the playrooms to the print they see in books and the knowledge that print carries meaning. Children have regular opportunities for fresh air and exercise in the outdoor area and they go for walks in their local community. However, the manager recognises that resources in the outdoor area are limited and children do not have opportunities to climb, balance or construct which would allow them to improve their skills of coordination, control, manipulation and movement. Plans are in place to improve this situation and children are encouraged to develop these skills with music, movement and dance sessions. Children are confident, well mannered and ask questions. They remember to say 'please' and 'thank you' and their social skills are further encouraged as they sit and chat at the meal table and staff encourage them in the correct use of cutlery.

Planning of activities is basic and covers activities for all children but does not always show the objectives or learning intentions of activities. Planning is not individual to the child's interests and development. Children's records of achievement contain some good observations, linked to the six areas of learning but records contain few examples of the children's art work or photographs so it is difficult to assess their progress. Staff interact well with the children and effectively promote their self-esteem through the use of praise and responsibility. They are beginning to learn self help skills, such as washing their hands, going to the toilet and cleaning their teeth after meals.

Children feel safe in the nursery and are secure and happy. They settle easily to sleep and wake up smiling. Staff cuddle them when they are tired. Positive steps are taken to promote children's good health and well-being. They have access to freshly prepared meals and snacks and there are sound systems in place to ensure their dietary requirements are met. Menus reflect a good balance of healthy meals with plenty of fruit and vegetables. Children have good access to water throughout the day. Children's health is further protected with effective policies and procedures to prevent the spread of illness.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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