

Hideaway Day Nursery

Inspection report for early years provision

Unique reference number 258949
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Inspector Patricia Webb

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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

Hideaway Day Nursery opened in 2001. It is privately owned and operates from a self-contained building close to the centre of Walsall. Care is laid out over two floors and includes four main rooms with additional space for dining and messy play. Access to the first floor is via stairs. There is a fully enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 84 children may attend the nursery at any one time. There are currently 80 children aged from birth to under five years on roll, some in part-time places. Older children are also cared for at times and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and those who speak English as an additional language. The setting has a rabbit as a pet.

The nursery employs 16 staff, the majority of whom hold relevant early years qualifications to Levels 2 and 3. Some trainee staff are working towards qualifications and two senior staff are working towards Foundation degrees. The nursery is a member of the National Day Nursery Association (NDNA) and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their development and learning in the nursery. Staff have a suitable level of knowledge and understanding of the Early Years Foundation Stage framework and develop a friendly working rapport with the children and their families. The senior staff and owners are positive in their approach to evaluating the quality of the provision and there is a strong commitment to addressing the areas identified and prioritised for further improvement. Generally, children enjoy their time in the nursery supported by caring staff who are developing their skills and knowledge supported by the managers and owners.

What steps need to be taken to improve provision further?

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

- develop the knowledge and understanding of the special needs coordinator role in order to be able to effectively identify early signs in children who may benefit from additional support, intervention or extension
- develop further the inclusive practice within the setting by exploring the use of strategies for promoting non-verbal communication
- review the arrangements at meal times to extend the opportunities for older

children to further develop a sense of responsibility and enjoy the social interaction in a more ambient environment

- explore a range of strategies for developing effective partnership working with other providers involved in the delivery of the Early Years Foundation Stage to support transition, continuity and coherence in children's social, emotional and educational attainment
- develop staff knowledge and confidence in the observation and assessment process to ensure that the records are focused, meaningful and pertinent to individual children's ages and stages of development, learning and behaviour.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being is fully safeguarded as staff have a clear understanding of their roles and responsibilities in protecting children. The staff team regularly updates training in this aspect and the owners and managers review policies and procedures to ensure that current legislation and processes are followed. There are suitable systems in place for the recruitment and selection of staff with full vetting procedures undertaken and references followed up. This ensures that the providers take every step to ensure staff suitability and experience when working with the children. Regular appraisals are carried out by the managers to identify any training needs and assess on-going suitability. Full risk assessments are carried out on and off the premises to reduce the risk of children coming into contact with any hazards. Overall, the premises are bright, welcoming and offer children ample space inside to move around freely. The outdoor area is small but well-planned in layout and safety with care taken to offer soft surfaces as well as hard -standing and areas where children can engage in activities such as gardening, chalking and scooting down the slope on their bikes with gusto. Each care base is amply resourced with most equipment and toys stored at a suitable level for the age and stages of the children in each area, thus promoting self-selection and developing independence.

The managers and owners identify areas for improvement through reflective self-evaluation that is an honest assessment of the provision and is constructively self-critical. Recent considerations include seeking to update and strengthen staff's knowledge of child development, and extend the experiences of some staff by taking on additional roles and responsibilities. The management effectively uses individual staff skills and attributes to enhance outcomes for children. This is particularly evident when considering the needs of children with English as an additional language where some staff use their linguistic abilities to develop effective communication. This is not so well-established for children where non-verbal communication may be required through the use of such strategies as pictures and pictorial time-lines. The area of inclusive practice is appropriately promoted although due to recent staff changes, training for the role of Special Needs Co-ordinator (SENCO) has yet to be completed in order to confidently identify the possible need for additional support, challenge or extension for individual children if necessary.

Successful partnerships are fostered with parents and carers, beginning with a

two-way exchange of information about their child. This often includes photographs of the child and their family, fostering a sense of belonging. Parents' views are sought annually through questionnaires and feedback is given once these have been evaluated. Parents speak favourably about the provision, some of whom have used the setting before, citing the stable staff group and the friendly manner of the staff and management as positive aspects. Partnerships with other providers are not yet wholly established in order to develop consistency and ease transition as children move on to other settings.

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

The management and the staff team are working hard to try to develop their understanding of the learning and development requirements of the Early Years Foundation Stage. However, staff are not always confident in their use of observation and assessment and often centre this on assessing achievement through mainly adult-led activity. This emphasis on activity has the potential to result in some gaps in children's social and emotional development such as fostering young children's behaviour as they learn to cope with sharing, co-operating and considering the needs of those other than themselves. Staff do however identify next steps for each child on a two-monthly basis and discuss these with parents both informally through the key worker system and more formally at bi-annual parents evenings.

Children enjoy accessing the outdoor activities and going on visits in the local area. Some outings are linked effectively to themes children are following. For instance, a recent topic of traditional stories was supported in a practical way as children visited nearby woodland seeking Goldilocks and the three bears and endeavouring to spot signs of their presence. Children in each age range have opportunities to develop early scribing skills as they make marks using a variety of media. Foam, jelly and sand are used effectively to enable the youngest of children to make shapes and forms with ease. Some children are exceeding their chronological developmental stages and staff are endeavouring to develop the planning to take account of the need to extend and challenge these children. Some older children write and recognise letters and numbers with ease, seeking them out in the environment and sharing this with staff. Chalking on the large backboard wall indoors is extended to outside as they use the fencing panels and the slabs to create designs, plot paths and track the movements of the rabbit around the garden. Children delight in selecting and listening to their favourite stories as, for instance, two and three-year-olds join in enthusiastically with the very familiar phrases in 'We're going on a lion hunt'. Babies are supported in achieving main developmental milestones such as crawling and pulling to standing as staff use toys and resources to attract their attention and encourage movement.

Children are encouraged to share and be kind to one another. Staff are aware of discussing any concerns about behaviour with parents in order to develop a consistent approach suitable for their individual child. The monitoring of some children's behaviour is not always recorded effectively as part of their assessment and development is hindering how antecedent triggers can be identified to pre-

empt some challenging responses. Children are learning to keep themselves safe as they discuss crossing the road, know that they need to wear their high-visibility tabards on outings and participate in fire drills regularly. Their health and well-being is fostered as they follow familiar routines for personal hygiene and brush their teeth. They know they need to wash their hands after petting the rabbit and in preparation for their snacks and meals. Minor accidents and the administration of medicines are managed efficiently by staff who hold suitable first aid qualifications and maintain accurate records that are shared with parents and carers.

Nutritious meals are prepared on site by the cook offering balanced and varied options that take account of specific dietary and religious requirements and preferences. Generally, meal times are social occasions and older children are encouraged to assist in setting tables and selecting their options at snack time. Babies and toddlers are supported in feeding routines and in starting to feed themselves. The dining room on the ground floor is well-presented as an area where children can appreciate the social experiences surrounding meal times. Artificial flowers are displayed on tables in vases the children have made and decorated from junk materials and the use of place mats and coasters promotes etiquette and good manners. This is not so well-organised for older children where the noise levels can rise and children are not always encouraged to take responsibility for clearing their plates and cutlery or tidying their chairs under the table when they finish their meals.

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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	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	3
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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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