

Hucknall Day Nursery

Inspection report for early years provision

Unique reference number 258596
Inspection date 26/04/2010
Inspector Yvonne Layton

Setting address 100 Nottingham Road, Hucknall, Nottingham,
Nottinghamshire, NG15 7QE

Telephone number 0115 9680797

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hucknall Day Nursery is privately owned. It opened in 1995 and operates from a converted single-storey building in Hucknall in Nottinghamshire. The nursery is registered on the Early Years Register and a maximum of 57 early years children may attend. There are currently 70 children from four months to under five years on the register. The setting receives early education funding.

The nursery is open each weekday from 7.45am to 6.00pm for 51 weeks of the year. All children share access to a secure outdoor play area. Children come from a wide catchment area, as most of their parents travel to work in and around Hucknall. The nursery employs 14 staff, of whom 13 hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have secure knowledge of how young children develop and learn. They have a good understanding of equality of opportunity and how to promote inclusion and their knowledge of the individuals in their care means that each child enjoys a rich range of valuable experiences that help them achieve their full potential. The partnership with parents and carers and liaison with other providers is well-established and ensures that all adults work together to support and meet children's individual needs. There is a strong commitment to the ongoing development of the service provided ensuring continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact and parental responsibility for each child (Safeguarding and promoting children's welfare.) 14/05/2010

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

- review the written permission for the administration of non-prescribed medicine to include health reasons for doing so
- develop further the stimulating environment to encourage children's interests and curiosity both indoor and outdoors by extending staff knowledge of child-initiated activities, review routines prior to lunch particularly for the toddlers and extend opportunities for babies and toddlers to experience outdoor play
- promote further children's sense of self and place by making sure items depicted on wall displays are not overly adult influenced.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are carried out, including daily within each children's room. Required policies and procedures are in place and records are carefully maintained. However, the requirement of obtaining information from parents about who has legal contact and parental responsibility for each child is not in place. There is limited impact on the children's safety as the security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. Generally effective medication documentation is in place but currently records do not contain the health reason for administration of non-prescribed medicines. Children's health and welfare is very well-supported as the nursery has established, consistent hygiene procedures such as individually bagged bed linen for children who have a rest, individual flannels for babies and robust hygiene procedures in all areas including in the kitchen and for nappy changing.

One of the key strengths of the nursery is the staff who are knowledgeable, dedicated and valued. They have a good understanding of equality of opportunity and how to promote inclusion. They show respect for all individuals associated with the nursery and make them feel part of the group. Efficient systems are in place for checking the ongoing suitability of staff. Staff meetings, appraisals and training ensure their ongoing knowledge of the children and current procedures. Children benefit as staff undertake individual interest training such as Heuristic play, baby relaxation and massage. Recommendations from the last inspection have been addressed.

All staff are involved in the ongoing improvement of the nursery. Detailed action plans, including for each nursery room, are in place and part of the ethos of the setting is the continued evaluation of all aspects of the nursery.

Children's learning is successfully promoted as the staff are clear about implementing all aspects of the learning and development elements and welfare requirements of the Early Years Foundation Stage. Activity planning is a good mix of adult-led activities and self-selection by the children. However, the further development of staff knowledge of child-initiated activities and how to extend activities from their interests would enhance their learning. Each child has individual a personal profile which details their progress and their next steps are clearly identified. This, alongside children's interest, spontaneous themes and events is used to inform planning. The daily routine overall effectively supports children's development and welfare. However, a review of the routine prior to lunch for toddlers would benefit as currently the group time is overlong with interested children becoming distracted by the children who have lost interest in the story and rhymes and consideration to be given to widening opportunities for toddlers and babies to experience purposeful outside play.

Partnerships with parents and carers are secure. To ensure children's welfare and learning needs are met staff gather valuable written information from parents

about each child. Parents have access to the nurseries policies, procedures and information relating to aspects of the setting and the Early Years Foundation Stage. Information about events and activities are provided by a newsletter. The nursery also uses written, informal feedback and discussion to meet needs. Links within the school and other services are active thus integration of care, education and extended services is promoted.

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

Children are very happy and settled at the setting. Play is purposeful as staff give encouragement and ideas about activities. Children concentrate well, are fully involved and confidently enjoy activities alone, in small groups or with an adult appropriately for their age and stage of development. Staff are skilled at getting children to think critically as they pose challenging questions. Interactions are good and all children benefit from caring, warm staff. Children's communication skills are well promoted as staff and children hold detailed conversations about their experiences, family and lives. They learn good social skills as they respond to staff consistent reminders based on respect, kindness and safety. All children are encouraged to help with appropriate jobs such as helping to tidy away and a strong sense of self is promoted as staff use positive encouragement and praise.

The learning environment effectively supports children's progress towards the early learning goals. All children are involved in focussed activities and related themes both within groups and individually. A spring theme includes the life-cycle of butterflies and frogs with related displays and activities including a 'mini-beast safari' display and displays, stories and rhymes such as 'Five speckled frogs' for younger children. Throughout colour, letter, calculation and mark making development is supported within spontaneous, routine, child-led, planned and focussed activities. Themed colour days enhance children's understanding about colour. Name recognition and early writing is supported by staff who encourage the children to write their own names, for example older children make their own named placemats for lunchtime. Alternative activities to encourage mark-making include water with brushes on different surfaces and sand in a tray. Children have access to well-resourced free choice mark-making areas. Understanding about technology is promoted as children are adapt when using the computer, electronic toys, including baby and toddler toys. They learn about hygiene alongside technology as they investigate germs and bacteria by using an infra red scanner in the nursery.

Children's creativity is enhanced by many opportunities to freely express themselves through small world, role play and art and craft including babies undertake creative play. All their senses are stimulated as they experience a variety of play activities such as interest boxes with household and natural items. All children can freely express themselves as they use a wide range of medium and techniques including hand, foot and toy printing. There are rich displays of children's own work including their own 'Art Galleries'. However to ensure children's creativity is fully enriched care must be taken as some items within displays are overly adult-influenced. Planned creative projects including national

and international celebration and focussed activities are incorporated into topics where children investigate different countries and people. Specific country themes include children learn about and use the countries language. They use a globe to seek out different countries. A photograph album, postcards and discussions about 'Oscar the bear travels' enrich children's learning about the local and wider world, including when he visits a museum. This is also effectively used to consider personal events, family and friends.

Children's knowledge of the community is enriched by visitors to the setting including the police, fire service, a guide dog and its owner, a vet and a local vicar whose visits include story telling. They learn about nature as they complete nature walks in the grounds of the nursery. They investigate the changes of the seasons, pick berries and look out for birds. All children plant and care for flowers, herbs and vegetables both in the rooms and in mini green houses. Children are stimulated by planned and spontaneous story, singing and action rhyme sessions. They are able to identify favourite rhymes from home made pictures such as a star for 'Twinkle Twinkle'.

Children's welfare and safety is robustly supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities, including road and fire safety awareness. A visit by members of the St Johns Ambulance heightens their awareness. To promote healthy living children learn about self-care. Staff use props such as the 'Smiley Crocodile' to promote good tooth care and children clearly understand why they need to clean their teeth. All children are involved in baking and cooking and discussions about food where they learn about healthy eating. Babies well-being is enhanced as staff use relaxation techniques and music to prepare them for rests. Throughout, staff talk to the children about self-care and promote good hygiene.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

