

Abacus Nursery/Stray Cats Holiday Club

Inspection report for early years provision

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Inspector	Lindsay Helen Dobson
Setting address	Pinderfields Hospital, Aberford Road, WAKEFIELD, West Yorkshire, WF1 4DG
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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

Abacus Nursery and Stray Cats Holiday Club is run by The Mid Yorkshire Hospitals NHS Trust. It opened in the current premises in 2006 and previously operated from 1990 in different premises on the same site. It operates from a purpose-built single-storey building within the grounds of Pinderfields Hospital in Wakefield.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 169 children under 8 years. There are currently 131 children on roll in the early years age range. The setting is in receipt of nursery education funding for those children of eligible age. There are currently 44 members of staff which includes permanent and supply staff employed to work with the children. All are suitably qualified. The nursery is open each weekday from 6.30am to 6.30pm all year round, offering a service to the NHS community within Wakefield and North Kirklees. The nursery supports children with English as an additional language.

The holiday club is registered to care for a maximum of 51 children and there are currently 377 children on roll. There are 16 members of staff employed to work with them. All children have access to secure outdoor play areas. The setting is supported by the Mid Yorkshire Hospitals NHS Trust and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are met extremely well. They benefit from an immensely inclusive environment where individual children's cultures are respected and celebrated. Staff work very closely with parents and carers to ensure they have a thorough understanding of each child's specific requirements, and use their knowledge extremely effectively in planning to ensure that children's individual needs are consistently supported. There is a strong commitment to providing high quality childcare and to ensuring that children make the best possible progress in their learning and development; this is reflected in the excellent systems used to monitor practice at all levels within the setting. This results in plans for the future that are well focused and that enable staff to sustain high standards in promoting children's welfare, learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend further the opportunities more able children have to develop their self-help skills, for example, at lunchtime

The effectiveness of leadership and management of the early years provision

Extremely strong, motivated leadership and management within the setting has resulted in a confident staff team who demonstrate an excellent understanding of the requirements of the Early Years Foundation Stage (EYFS) and implement these very effectively. Children are extremely well safeguarded as staff have a thorough understanding of their responsibility to protect the children in their care. The comprehensive safeguarding procedures are known and implemented well by all staff, who ensure that parents are also aware of these. All staff undertake safeguarding training and have a firm understanding of the procedures to follow. Children are kept safe and secure at all times. Risk assessments, daily routines and health and safety checks are excellent. Health and safety responsibilities are understood very well and staff are conscientious in their implementation of safety routines. Risk assessments are used very effectively by staff as working documents and it can be clearly seen when they have reviewed and updated these in order to keep children safe. Policies and procedures are very clear, providing good quality guidance for staff, and these are accessible to parents.

Managers in the setting have successfully promoted a culture of reflective practice, resulting in all staff making meaningful contributions to the ongoing self-evaluation process. There is a strong commitment to staff training and development, resulting in a team who are well motivated, skilled and confident. Planning for the future is focused on improving outcomes for children and staff take account of their views and those of their parents when considering any changes. Self-evaluation focuses very well on how effectively the setting meets the needs of all children and ensures that no child or group of children is disadvantaged. For example, staff are particularly pro-active in supporting children who have English as an additional language. They ensure that children have access to resources and activities that reflect and celebrate their own culture as well as supporting their understanding of English. Staff take their lead from the parents and ensure that their views with regard to promoting their children's culture and integrating with the nursery routines are positively met.

The nursery has very strong, positive links with parents, who are totally supportive and well informed about their children's progress. Parents regularly examine and contribute to their children's records. They talk daily to the key persons and also have opportunities for more extensive discussion at annual consultation meetings. They in turn provide regular information from home that informs planning for individuals. Parents show in their responses to questionnaires and their discussions with the inspector that they believe the nursery is having a very positive impact on their children's development, particularly their independence and communication. Settling in periods are flexible to support individual family requirements, parents and children being encouraged to visit as often as they need in order to feel comfortable in the setting and to get to know key adults. Some children receive care from more than one provider of the EYFS, for instance, if they attend nursery or are collected by a childminder. In these situations, the setting makes positive links with the other providers in order to ensure there is consistency in developing children's individual learning plans and in monitoring their progress.

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

The staff are extremely knowledgeable about the EYFS, so provide the children with a very stimulating and welcoming environment where they can grow and develop whilst having fun. The quality of planning is exceptional and is individualised according to the children's individual needs. They learn at a pace that suits and as regular observations and assessments take place, the staff move the children to their next step of learning without delay. Excellent organisation of the educational programmes coupled with the effective deployment of staff enable the children to receive the support they require. Planning for children's learning and development is thorough, based securely on individual needs. Children's records show that each is involved in a wide variety of activities with highly detailed recording of ability and achievement on which next steps are clearly based.

Children of all ages are provided with good opportunities to develop their knowledge and understanding of the world and information technology. Electronic equipment, such as computers, are freely available to the more able children whilst all children enjoy using familiar technology in their role play, such as telephones and household items. Children learn about the wider world as they use freely available resources and engage in cultural festivals. One day each month children have opportunities to learn about another country through planned activities, stories and food tasting. Visitors to the setting increase children's awareness of their own community, for example, the local fire service, the storyteller from the library and a local music teacher. All visitors provide children with fun and interesting learning opportunities. The natural world is promoted very well with the children as they plant and grow their own vegetables, spend time looking at insects and animals and are currently involved with the staff in developing a forest garden to broaden their awareness of natural habitats. Children are developing their independence as they make choices about their play. More able children see to their own personal care needs, although receive appropriate levels of support where needed. Although children's independence is promoted, some opportunities are missed as more able children are not encouraged to pour their own drinks or serve their own food at lunchtimes. Children of all ages have very good opportunities to access role play resources; they happily act out their own experiences, such as cooking, caring for the dolls and dressing up. The more able children show developing skills as they use the real wood workbench and tools. This cleverly develops their manipulative skills whilst allowing them to take controlled risks under adult supervision.

All children have free access to a very good range of books. They sit and read with their friends and enjoy listening to group stories. The younger children's favourite story is 'The Bear Hunt' and they join in with the familiar text and actions. Throughout the setting children see labelling, developing their understanding of print carrying meaning and their own names are also displayed on their coat pegs, artwork, key person boards and at the tables during lunch. More able children regularly take part in letters and sounds activities with their key person; this

supports their developing vocabulary, listening skills and how they follow instructions. All staff are observed to engage children in conversations about their home and their play, which encourages children to think for themselves. Staff listen and respond to children with enthusiasm and show a clear interest in what they are saying. Children's mark making skills are very positively promoted and excellent opportunities are provided as very young children play in malleable materials, such as flour and water, and more able children freely access painting and a good range of writing implements. The outdoor play area of the nursery is extensive and offers children a safe and secure environment in which to develop their physical skills. The area is separated into sections to allow children to safely use an age-appropriate outdoor learning environment. Each area promotes all aspects of learning and children are able to choose if they would like to play indoors or out as each playroom has independent access to the outdoor area.

Excellent provision for children's welfare ensures they grow in confidence as their strong relationships with key adults give them a sense of safety, balanced by the excitement of new experiences. Detailed attention to their health is evident in the care that adults take to teach them the benefits of healthy diet and exercise, for example, varied and nutritious meals from the hospital kitchen are supported by healthy snacks and light meals provided by the nursery cook. Children are developing their understanding of the need for good personal hygiene and as they develop they are encouraged to support themselves. Children's behaviour throughout the setting is very good. Staff are excellent role models and speak clearly to children offering a calm and consistent approach. All children receive very good levels of praise and encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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