

Heathers Day Nursery

Inspection report for early years provision

Unique reference number	321475
Inspection date	18/02/2010
Inspector	Rosemary Beyer

Setting address	James Backhouse Place, Holgate, York, North Yorkshire, YO24 4NS
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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

Heather's Day Nursery is run by the charity York Childcare. It opened in 1995 and operates from two large rooms and one small one within purpose built premises, solely on the ground floor. The nursery is situated in Holgate, a suburb of York. A maximum of 36 children may attend the nursery at any one time, it is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm all year round, with the exception of Bank Holidays. The children have access to a secure enclosed outdoor area.

There are currently 80 children aged from four months to five years on roll. Of these, 25 children receive funding for nursery education and the setting is part of the Pathfinder Project for two year olds. Children attend from the surrounding areas. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 13 staff, of whom 12, including the manager hold appropriate early years qualifications. One staff member is a graduate working towards Early Years Professional Status. The nursery is a member of the National Day Nursery Association (NDNA) and the Pre School Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of each child's individual needs which enables them to promote all aspects of children's welfare and learning successfully. Children are safe and secure at all times and enjoy learning about the local area and the wider world around them. Partnerships with parents, schools and other agencies ensure the children's needs are met and they receive any additional support. This means children make good progress given their age, ability and starting points. Staff have recently started to use the on line self-evaluation process to more formally plan aspects for future development, although they have yet to include parents and children in the process.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation process to include consultation of parents and children to ensure the setting is responsive to the needs of all users
- include notification of Ofsted in the uncollected child procedure
- ensure all observations of development are acknowledged and noted in the learning record.

The effectiveness of leadership and management of the early years provision

The nursery has clear policies and procedures in place to ensure the safe and efficient management of the setting, although notification of Ofsted is not included in the uncollected child procedure. The policies are made available to parents when they express an interest in the nursery as part of the Welcome Pack. Contact details for Ofsted and the registration certificate are displayed and parents are aware of the complaint procedure, although there have been no complaints recorded.

Children's safety and security is of the highest priority and only authorised persons are admitted by staff. All staff have completed safeguarding training and are aware of the child protection procedures they should follow if they have concerns about the children. Staff work very well together and protect each other and the children when dealing with intimate personal care.

Robust systems are in place for the employment of staff and appraisals and supervision ensure they are able to meet the required standards of care. They are expected to undertake on going training and all have attended first aid, food hygiene and health and safety courses or completed them on line, which they keep up to date. Staff also make use of the internet to obtain information about different child rearing methods and new theories.

Staff are enthusiastic and keen to provide a good service to both the parents and children. They know the children well from initial interviews with parents and their own observations, with the key persons building good relationships to ensure the children's needs are met. The staff provide an encouraging environment where all the children are valued as individuals, and their interests, likes and dislikes taken into account. Through varied planning and observations of children's interests, a wide and stimulating range of activities is provided to support the children's development. This is effectively monitored and their progress assessed in all the areas of learning. All children are welcome in the nursery, and resources and activities are provided to raise their awareness of inclusion and diversity.

The nursery is part of the West Bank Partnership and has close contact with local schools. These contacts, and the information which is exchanged, ensure the transition from nursery to school is smooth. Staff have also developed good relationships with outside agencies to ensure any additional support such as speech therapy is available. Parents also have opportunities to build close ties with the nursery through the parent forum, parent evenings and social events such as the fundraising days and Christmas celebrations. They receive both verbal and written information about their children with the daily diaries for the younger children are much appreciated. Parents say the children's individual development files provide a good record of their child's time in the nursery, and they like the photographs which show their children having fun.

Parents spoken to during the inspection expressed great satisfaction with the care their children receive. They are confident the children are safe and happy, which

helps when they go to work as they do not worry. The parents find the staff very approachable and are able to raise any concerns with them. They are also confident to ask staff to try new ways of caring for their children in line with their own views.

The on line self-evaluation form has recently been completed, consultation between the manager and staff has produced a number of proposed improvements and a good assessment of their practice. At this stage no consultation has taken place with parents and children although this is included in the proposed action plan. Staff also plan to develop their information communication technology equipment through the purchase of more computers and to bring visitors from the community into the nursery such as police, fire fighters and nurses or doctors.

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

The children and babies are settled and comfortable in the nursery. They are encouraged to become independent and are able to select or suggest activities they wish to do. Resources are stored in labelled boxes and easily accessible, while those for the babies are placed on the floor for them to reach. Activities are adapted to take account of the children's abilities so even the babies can experience such things as paint and glue. Displays of work and photographs on the walls provide children with the opportunity to talk about what they have done.

The key persons have built good relationships with their children and know their interests, although all staff relate well with all the children. They do an initial assessment to identify children's starting points then monitor their development to ensure they are making good progress. Observations are made regularly and transferred to the learning journals, although not all have been acknowledged and noted. The staff use photographs and samples of work to enhance the written record, and show how the children have developed.

Clear house rules are in place, and consistently applied within the positive environment. The children behave well and are becoming very considerate of each other, taking turns, sharing and helping each other. Some older children took younger ones to wash their hands in the bathroom before snack time, guiding them and advising them on how to wash properly. They are also developing good manners, with staff providing good role models.

Healthy lifestyles are promoted effectively within the nursery, with meals prepared on the premises in the 'Five Star' kitchen. Meal times are a pleasant social time where the children enthusiastically eat the home prepared food provided. Menus are available for parents and any special diets respected, with alternatives being provided by the cook for children with allergies or intolerances. Special drop scones and biscuits were prepared during the inspection. Staff double check to ensure the food is suitable for the children before it is served. Chinese New Year was celebrated with a sweet and sour meal and Chinese sweets, although no chopsticks were available.

Fresh air is also encouraged as part of the daily routine, with children using the secure play area and also going for walks to the local park or using the large equipment in the nearby school. Free access to the outside area is promoted when the weather is good. The children are developing good balance and control when moving around both inside and out. They are also able to use implements and tools capably, with even the babies having access to spatulas for glue.

Preschool children have the use of a small room adjacent to the main playroom for small group activities, currently the home corner is a Chinese kitchen and there are displays to celebrate Chinese New Year. Throughout the nursery, displays, pictures, books and resources raise children's awareness of diversity, and celebrate the similarities and differences between cultures. Staff have started to develop usage of sign language to enable communication with children with poor speech, and some books are available for those with English as an additional language.

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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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