

Hickory Dickory Dock Day Nursery

Inspection report for early years provision

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Inspector Rachel Wyatt

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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*.

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Description of the setting

Hickory Dickory Dock Day Nursery Ltd opened in 1991 and is privately owned and managed. It operates from modern, purpose built accommodation in the Spennells area of Kidderminster. It is situated at the rear of a small shopping area and opposite Heronswood Primary School. There is car parking nearby. The nursery has a fully enclosed outside area and children are also taken on local walks and outings to nearby playground, woodland and lake. The nursery is open all year apart from most bank holidays. Sessions are from 7.30am until 6.00pm.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 84 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disability and children who speak English as an additional language.

A total of 11 staff work with the children. Of these, the owner has an Early Years Foundation degree and nine members of staff have early years qualifications to Level three or two. Two staff are working towards a Level three qualification. The nursery also employs an office manager, cook and a maintenance person. The nursery is a member of the National Day Nurseries Association (NDNA), the Wyre Forest Play Forum and a local early years partnership. The nursery has achieved gold awards in Promoting Health in early years and the Growing Together quality assurance scheme and recently successfully completed the Early Childhood Environment Rating Scales. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Babies and children thrive at this vibrant nursery. Their individuality is fully appreciated and their needs and interests are successfully met. Very positive partnerships with parents and others and a varied programme of rewarding activities and robust procedures, all ensure each child's welfare, learning and development are effectively supported and they are fully safeguarded. Planning for improvement and self evaluation are highly effective to ensure the ongoing development of the nursery. As part of this the provider, manager and staff confidently promote sustainability, for instance, in the way they extend children's awareness of the importance of healthy living and care for the environment and because staff training and funding effectively underpin planned changes.

What steps need to be taken to improve provision further?

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

- ensuring there is sufficient information available to demonstrate parents'

wishes in the event of a medical emergency.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The nursery has robust safeguarding policies and procedures, which the provider, manager and staff all understand and follow. Thorough staff induction and training ensure all adults have an up to date knowledge of how to protect children from harm and to take prompt, appropriate action if they have any concerns about a child's welfare. There are also clear procedures to follow in the event of an allegation being made against a member of staff. Parents and carers are made fully aware of the nursery's role to safeguard children and they are further reassured by the nursery's robust recruitment, checking and staff development procedures. These ensure all adults are suitable and have the relevant knowledge, skills and experience to work with children. The nursery obtains clear agreements with parents and carers and all required information about them and their child so that staff know who may have legal contact with a child, who has parental responsibility for them and who will collect them. However, recent changes to the format of agreements means that in a few cases children's records lack detail relating to their parents' wishes in the event of a medical emergency.

Babies and children are settled, thrive and love learning because they are very well supported by dedicated, enthusiastic and caring staff who have positive, affectionate relationships with them. Adults conscientiously carry out their duties and fully understand their roles and responsibilities. A successful key person system ensures close bonds exist between staff and children. Parents and carers feel welcomed and appreciate regular opportunities to talk to staff about their children and to see what they have been doing. The outcomes for children are consistently improved as the provider, manager and staff are clearly committed to the ongoing development of the nursery, to ensure it is of high quality. Thorough systems for monitoring and evaluating the nursery include the confident application of the Ofsted self evaluation form to assess how well the nursery meets Early Years Foundation Stage requirements, the very successful completion of the 'Growing Together' quality assurance scheme and high achievement in the Early Childhood Environment Rating Scales (ECERS). On a daily basis, all personnel confidently reflect and act on their effectiveness in promoting children's welfare, health, safety, learning and development. Targets for improvement are relevant, realistic and successfully followed up, including addressing recommendations from the last inspection, parents' suggestions and feedback from different quality assurance programmes. For example, revised assessment and planning systems have been devised and implemented to ensure all key persons confidently observe and plan for each child and so that parents have regular feedback about their child's progress, including written summaries each term. The ongoing development of the outside area means that outdoor learning is an integral part of each child's day, enhancing their enjoyment, confidence and independence and providing them with rich learning experiences across the curriculum.

Babies and children have a strong sense of belonging and feel fully valued and

included. Their families and differing backgrounds are positively acknowledged and reflected in the nursery. Pictures of life at home and at nursery are displayed around the building and children take great pleasure in looking at and talking about these with staff and their families. Children of all ages confidently share their news from home, such as, a toddler announcing personal success in toilet training, whilst another child shows photographs and talks about his newly decorated bedroom. In their planning and organisation of activities and toys, staff are consistently mindful of children's differing abilities, learning styles and interests and confidently adapt their approaches and resources to cater for these to enable children to progress very well at their pace. The nursery is highly committed to working in partnership with other professionals and agencies involved in children's welfare, learning and development. The nursery's Special Educational Needs Coordinator (SENCO) and her colleagues confidently take the lead in ensuring children's individual needs are accurately assessed, achievable targets are agreed and monitored, and that they and their families access appropriate sources of support and resources. The nursery is also proactive about liaising with providers of other settings children attend so they can share information about their care and development to ensure progression and continuity. Children confidently move onto school as the nursery has close links with local schools, exchanging visits and sharing activities.

Children really benefit from the nursery's very positive relationships with all parents and carers. They receive very good quality information about the nursery, including a helpful, comprehensive welcome pack, incorporating key policies. A wealth of information, which is displayed or given out, keeps parents and carers up to date with activities, plans, special events and ideas to follow up at home. Parents and carers have many opportunities for their expressing views about their children's care and education, including when their child starts, as he or she move rooms and when they go to school. They have daily feedback about their child's routines, activities and achievements and are very pleased with the information they discuss and receive about their child's progress. Parents come into the setting to settle their children and to help with activities, such as, talking about their life and culture or leading a cooking session. Parents' suggestions are welcomed, resulting, for instance, in changes to the outdoor area, whilst a parent's loan of a microscope has been a great success. The nursery now has it's own instrument which children confidently use to examine their findings.

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

Babies and children thoroughly enjoy learning and make very good progress. Adults have a warm rapport with them, encouraging and supporting them well, whilst also knowing when to step back to let children take the lead. Staff have a thorough understanding of babies' and children's characteristics, interests and stages of development as a result of their regular observations and robust assessments. This includes regular exchanges with parents about their child, which helps staff to get to know and settle children and means they successfully work in partnership with parents and others to fully promote each child's ongoing development. Staff confidently plan for each child, taking account of their differing

abilities, learning styles and interests. Topics and activities are varied and rewarding. There's a good balance between adult led activities, including well managed circle time discussions and stories and the many opportunities for children to express their ideas for activities, toys and play. Throughout sessions, babies and children are purposeful, focussed and resourceful. For example, a group of children decide to have a 'bug' hunt and busily organise the equipment they need to aid their much enjoyed search. Having carefully collected a selection of 'creatures', they then competently use a microscope and screen to talk about and examine their findings. Support for children with special educational needs and/or disabilities and for children who speak English as an additional language is excellent. The nursery's consistent and careful monitoring of children's progress means that any gaps in a child's development are promptly recognised and appropriately followed up. The nursery's SENCO and staff competently devise and follow up children's individual education plans, working successfully with parents and the other agencies with whom they have developed very good working partnerships.

Babies and children develop very good skills for the future. It is clear they enjoy learning and there is a real 'buzz' of activity throughout the nursery as children of all ages busily engage in a wide range of activities. They concentrate very well, for instance, as babies enjoy the contents of treasure baskets or bubble play, or as older children find out how different toy vehicles move along different surfaces, such as, pieces of guttering and wood. Children play well independently, a child really persevering as he manoeuvres a more complex wheeled toy up a slope, happily working out how to negotiate a few obstacles in his way. Children get on very well with their peers, engaging in lots of cooperative role play, construction activities, games and many much enjoyed stories in small groups. Children are encouraged to appreciate and develop positive attitudes about each other's backgrounds and the wider community. They have many opportunities to discuss and share information about their families and experiences and the nursery sensitively embraces others' beliefs, explores different festivals and discusses disability with the children. Their home languages are used in the setting and children and adults adeptly use signing to support individual children's communication and as part of discussions and story telling. Children's love of books and stories is fostered really well. Planned story times are enjoyable and well managed using different resources, such as, story sacks and different visual aids and throughout the day, inside or outdoors, children and adults regularly sit together for a story or to look at books. They relish mark making, readily recognise and use letters and sounds and practise their emergent writing, for example, in role play areas or to label their work. Children think critically, using numbers for counting and problem solving and increasingly they accurately compare and match items according to type, colour, shape and size. They confidently use programmable toys and information technology to support their learning. For example, a small group of children enthusiastically take turns to adeptly solve a puzzle displayed electronically on a large screen and then listen attentively to the linked story also depicted on the screen. Babies and children relish investigating and exploring. The outdoor area is accessible to them throughout the day where they can dig in soil and bark, play with sand and water and build with a range of natural and recycled resources. They learn about the importance of caring for their environment through gardening and recycling and have close links with the local

community. For example, they buy ingredients for cooking from local shops and visit the local post office to follow up a child's interest in 'writing' letters. Children's imagination and creativity is consistently fostered through inviting, often themed, role play, dressing up and many worthwhile opportunities to express their ideas through their colourful paintings, detailed drawings and often elaborate models. These are proudly displayed and often photographed by the children.

Children's welfare is promoted very well. Clear care plans are agreed regarding children's specific health or dietary needs and each child's medical, dietary and cultural needs are clearly understood and effectively met at nursery. Children have prompt, appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Full records are kept and discussed with and signed by parents. Children develop a sound awareness of healthy living. From an early age they learn about the importance of good hygiene, staff sensitively supporting children so they become increasingly independent in toileting and good hand washing. Young babies' individual feeding routines are carefully followed and toddlers and older children make healthy choices about what to eat and drink during nourishing snacks and meals. Throughout the day children can help themselves to fresh water and fruit. Children of all ages love being outdoors as in the vibrant garden area. Space is used creatively to ensure babies can safely crawl and develop confidence in walking and all children can climb, balance and become adept in using an interesting range of wheeled toys. Through activities and exercise children learn about why and how good hygiene, a balanced diet and plenty of exercise contribute to their good health, stamina and growth. Babies and children are kept safe as the premises are secure and free from hazards. Robust risk assessments and regular checks are used to effectively monitor overall safety, with prompt action taken to reduce hazards. Babies and children are well supervised. However, within a safe environment they are also encouraged to correctly use more challenging equipment, to build and use their own made structures and obstacle courses and to learn about other aspects of safety, such as, road and fire safety. These include rewarding discussions and activities involving the local police and fire services and regular opportunities for children to talk about and take part in practise emergency evacuations. It is clear all babies and children feel emotionally secure at nursery. Caring, attentive staff help each child to settle quickly and support them successfully in developing positive relationships with others, to safely express their feelings and to celebrate their achievements.

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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