



Green Hedges Day Nursery

Inspection report for early years provision

Unique Reference Number	400109
Inspection date	25 May 2006
Inspector	Elizabeth Patricia Edmond
Setting Address	13 Crown Crescent, Scarborough, North Yorkshire, YO11 2BJ
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Registered person	Kids And Co Scarborough LTD
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Green Hedges Day Nursery is a privately owned and managed full day-care provision situated on the South Cliff area of Scarborough. It has been registered since September 2000. It serves mainly the immediate area but is also used by families living out of town who commute to work.

The ground and first floor of a converted four storey semi-detached house are used for the different age groups of children. There is an enclosed garden and tarmac area for outdoor play. Opening hours are from 08.00 to 18.00 Monday to Friday, throughout the year.

The nursery is registered to provide funded nursery education. Of the 60 children currently on roll, 26 are in receipt of such funding. They receive support from the local education authority in respect of their educational programme. There are a small number of children with disabilities

and those who speak English as a second language currently attending. Both these factors can change throughout the year.

The joint owners employ 12 staff members to work with the children, all of whom have relevant qualifications at level 3 and 4 or relevant experience. The owners perform any additional duties such as administration, cleaning and provide cover for staff absences.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm and clean environment where they develop a high level of independence regarding their personal hygiene. The children explain how to rub their hands together, how to turn the taps off and how to dry their hands with the paper towels. The toddlers sing cheerfully about washing their hands before snack. The clear nappy changing procedures further promote very good hygiene standards.

The older children help themselves freely to the healthy snacks. The strategies used develop the children's independence, and these work very well in practice. They capably spread cheese on their crackers and pour own drinks and know how many segments of tangerine they are allowed. The older children help themselves to drinking water as they play, both indoors and out. This means that the children do not get dehydrated. There are good arrangements in place for preparing and serving lunches which are provided by parents and some children use cutlery well. Information for parents about providing healthy lunches is often heeded by parents.

The children who are cared for on the ground floor develop an excellent approach to being active in the outdoors. The arrangement for free flow access to the stimulating outdoor area for large parts of the day promotes their interest in their surroundings and helps them to develop their physical skills. For example, they balance carefully on the planks and enjoy more hectic physical play with streamers in reaction to the windy weather. Some children spend considerable time quietly shaping the sand or experimenting with cars in the sloped drain pipes. Indoors, the children join in enthusiastically with the action rhymes on the video. The younger children enjoy their developing mobility and spatial awareness as they push the wheeled toys and make prints of their bodies in the paint.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are able to play freely because the adults identify and minimise any risks to the children. The children learn about keeping themselves safe. They talk confidently about how they have to rush outside, even without their shoes, if the alarm goes off. They also know that they have to wait until the adults tell them that if it is safe to go back inside.

The toddlers begin to learn the physical skills, which promote their capacity to learn how to keep themselves safe as their mobility increases. For example, they enjoy balancing their bodies on the small space hopper and some children are encouraged to use the small slide. However,

there is no domestic style furniture to aid their mobility and for them to continue their normal life experiences.

A high level of safety is promoted through the nursery's excellent approach to monitoring security. Staff insist that all visitors sign in and out, and are vigilant in reminding adults about the internal and external doors and gates; clear signs reinforce this emphasis. The children choose from a broad range of good quality play equipment, which is in good condition. Children are able to access most of the resources freely. Effective timetabling for using the different areas and the plans for rotating the resources ensure that the children have as much choice and variety as possible.

The children are very well protected due to the staff's clear understanding, on all levels, of how to protect children in line with the local authorities' guidance. Less experienced staff have done basic child protection training and are very confident about who to turn to for advice. Those with management responsibility understand the very clear procedures in place; they have a very secure knowledge of the wider issues, such as recruitment and effective liaison with other agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at nursery very happily and they enjoy their time there immensely. They quickly settle and become involved in the activities or with the adults. The children develop positive relationships with each other and staff. The babies enjoy a cuddle with their key worker, as they are handed over by parents and the children often insist on a kiss for the staff as they leave. The older children are very confident in their approach to the adults and have fun including them in their play.

The babies and toddlers enjoy wide range of sensory experiences. They explore the sand, water and paint with their bodies and they experiment with substances such as jelly or corn flour gloop. This level of stimulation promotes their intellectual development very well.

The children develop very good language skills due to the staff's consistent interaction with the children. The babies mimic the staff and try to copy the sounds they make as they play peek-a-boo. The toddlers enjoy a quiet story outdoors in the shady garden and join in enthusiastically with well known rhymes. The older children speak very clearly, such as explaining how to alter the levels on the computer game. Some children benefit from the frequent walks out to the library, railway station or beach and they enjoy looking at the photographs of their outings. Older children are taken to the theatre twice each year.

Nursery Education

Teaching and learning is good. The staff plan and provide a broad range of good quality activities which the children access freely. This means that children's confidence and their level of independent learning are very good. Activity plans cover all areas of learning and development with equal emphasis on the outdoor environment. This means that children's individual learning styles and preferences are very well addressed. For example, the children can develop their

mathematical skills at a quiet dice game indoors or by playing hopscotch in the garden. The staff are becoming more confident in their approach to assessing the children and planning for their future individual learning.

Children are very confident and motivated. They are stimulated by the interesting pre-school environment, indoors and out; they remain occupied in meaningful activities throughout the day. This has a positive impact on their learning in all areas because they are confident to access all areas and they enjoy the challenge of the variety.

The children develop excellent mathematical skills due to the staff's focus and the wealth of numbers in the environment. They easily recognise numbers to 10 and often beyond. They play turn-taking dice games with the minimum of adult support and demonstrate their clear understanding of more and less, as they play on the computer. They count with increasing confidence and accuracy and use mathematical language freely, as they play in the toy shop or at the construction. They enjoy books and handle them very well. They turn the pages appropriately and make up their own stories to correspond to the pictures. They also know how to use books to find information; some of the children become engrossed in the simple encyclopaedias. They confidently point out to their friends how the sunshine is needed to grow the grass for the cows to eat in order to produce the milk. The children develop a good understanding of print carrying meaning and easily find their own and their friends' name cards as they have their snack. As part of planned activities, the children demonstrate their skill in writing their name and they can name some of the letters. However, they do not often demonstrate their understanding of writing for a purpose in their everyday play, such as labelling their work or to make lists and labels for the toy shop.

Children investigate change and communicate their findings in different ways. They can explain what they put into the flap jack, and how they made it stick together and they record their growing experiments in pictorial form. The children's observational skills are enhanced as the adults help them to look at objects carefully to create an accurate drawing. The children use information technology confidently to support their learning in other areas. For example, they know how to find their favourite game on the computer and how to alter the level of the number game, making it easier or more difficult. The programme for physical development means that children develop good skills. Staff enthusiastically put into practice ideas they learn on recent training, and they explain how all physical games are adapted to ensure that children with disabilities can be included at some level. The children are particularly confident in their creative work. They enjoy their free painting indoors and out and help themselves confidently to the range of art and craft materials. They develop their own story lines, as they play in the pretend toy shop or the home corner, and often extend their role play into the outdoors.

Helping children make a positive contribution

The provision is good.

The staff get to know the children and their families very well. This means that they can easily attend to their individual care and learning needs. The children demonstrate their acceptance and enjoyment of the diverse nature of society by playing with suitable resources and enjoying a broad range of related activities. Children with disabilities are sensitively included in all care

and learning opportunities. They enjoy their time with their friends and make good progress in their development.

Strategies to promote the children's self-esteem and support their behaviour work well in practice. The babies enjoy passing items back and forth and they smile broadly as they are praised for saying 'ta' or 'thank-you', as part of the game. Most of the older children take turns, such as at the computer with the minimum of support.

The children begin to take responsibility for themselves. The older children proudly stamp their 'Golden Helper' certificate for that day, and they often happily help to tidy up or sweep the spilled rice and spaghetti up. The toddlers have great fun putting the books away in the box ready for snack time. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good and relationships are excellent. The young children develop positive three-way relationships with their parents and the staff. They are very relaxed and happy as they see them discuss their care and development, and the day's events. Parents receive clear written information about the running of the nursery and all aspects of the care and education provided. Consequently, the parents are well informed about the Birth to three matters framework and the Foundation Stage for children's learning. There is also broad range of information for parents about general child care issues. For example, there are publications about children's health and education, as well as leaflets about local services, including Sure Start. Parents are invited to regular open days and evenings to discuss their children's care and development. Their wishes regarding their children's care and education are carefully recorded and heeded. The daily care sheets give a high level of information about babies' routines and the monthly newsletters for the pre-school children explain about topics to be covered and how parents can contribute to the children's learning. The developing assessment system also includes parents' contributions to the detailed observations. The parents are very pleased with the level of their involvement with the children's care and learning. They are overwhelmingly very supportive of the nursery and feel that the very friendly nature of all the staff is a key factor in their children's happiness.

Organisation

The organisation is good.

The children benefit from the staff's motivation regarding their professional development. For example, the pre-school children can sing songs, using correct sign language because the staff are so enthusiastic about their recent training and the children's health benefits from the sports based training undertaken. The established appraisal system is very effective in assessing the staff's ongoing training needs, with training being successfully cascaded to all staff. Management have very high regard for their staff. This means that the children benefit enormously from the consistent staff body and the stable environment this provides.

The management and staff have an excellent approach to overall development. Several assessment systems are used to evaluate aspects of the care and education. In addition to the careful consideration given to the Ofsted self evaluation, the nursery have successfully completed the Investors in People award, and are working towards a recognised quality kite-mark.

The layout of the premises presents a small degree of challenge for the staff. However, the older children are confident in the daily, meaningful routines for taking their turn in the various areas and opportunities for the babies and toddlers to come downstairs into the garden are carefully timetabled. Whilst this provides the children with a very good level of choice and variety of activities, some children occasionally become a little unsettled as furniture is moved in preparation for lunch. Clear attention is given to all aspects of documentation and record keeping. This means that staff are able to attend to the children's needs easily and that parents can be fully informed.

Overall, the needs of all the children attending are met.

Leadership and management of the educational provision is satisfactory. The strength of the staff team is in their clear understanding of how children learn by initiating and extending their own play; the adults plan and provide a broad range of activities which enable the children to do this easily. The adults work well as a team. They develop effective strategies and timetables for sharing responsibility and tasks. The current pre-school staff are relatively new to this position but are developing strategies to assess the effectiveness of the education provided. They welcome the regular input from the local authority. The staff and children have benefited greatly from their advice and support for children with disabilities.

Improvements since the last inspection

Care

In response to a recommendation raised at the last inspection, the nursery have developed activity plans for the children on upper floor of the property to access the outdoors on a regular basis. This means that babies and toddlers can enjoy a story or song in the shady garden or they enjoy exploring the various activities on offer.

Nursery Education

Since the last inspection of the funded nursery education, there have been several positive developments in response to the recommendations raised. The staff have tried different ways of grouping the children to maximise learning opportunities for them. The funded children now have their own designated classroom space, which gives the staff a clear focus on their specific learning needs. Activity plans and effective timetabling for other areas of the building provides a good level of free choice and variety for the children.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children under two years have access to some domestic style furniture to assist them in their developing mobility and to continue their normal life experiences.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide additional resources and encouragement for children to use their developing skills for a purpose, for example to label their own work, or to engage in pretend writing in the role-play areas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk