



## **The Hipperholme and Lightcliffe Private Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY251317
<b>Inspection date</b>	02 May 2006
<b>Inspector</b>	Shaheen Matloob

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<b>Registered person</b>	Hipperholme Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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](http://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?

The Hipperholme and Lightcliffe Private Day Nursery was registered in March 2003. It is situated on the outskirts of Halifax and serves the local and wider community. The nursery is a purpose built nursery. It includes a baby room, with direct access to nappy changing facilities, a room for children age two to five years, a room for sessional care for children age three to five years and out of school club on the first floor. There is a kitchen and staff toilet also on the ground floor. The children's toilets

are accessed directly off each room and staff facilities, office and a laundry are on the first floor. There is an enclosed outdoor area with direct access from each room with an all weather area. There is a large storage area outside under the house.

The nursery is open from 07.30 to 18.00 hours, Monday to Friday, 52 weeks of the year. Currently there are 106 children on roll, of whom 15 receive nursery education. The nursery supports children who have special educational needs.

There are 12 members of staff employed full time and seven part time. The majority of staff are qualified to level 3. There are three members of staff working towards level 2 child care qualifications. The nursery receives guidance and support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff endeavour to promote good health and hygiene for all children and high levels of hygiene are maintained throughout the nursery. Children have a secure understanding of personal hygiene and how to keep themselves safe. Well-planned daily routines and activities enhance children's knowledge and understanding of health and hygiene. Children know the daily routines well and know that they must wash their hands before meals and after using the toilet. They discuss how they use soap to wash their hands; otherwise, germs will get into their tummies which will make it hurt and poorly.

Children stay healthy because staff follow clear and effective hygiene procedures. Anti-bacterial soap and paper towels are used to prevent the spread of infection. Staff use disposable gloves and aprons to sustain the high levels of hygiene and prevent cross contamination. A clear and comprehensive sickness policy and good procedures ensure that staff act in the best interest and welfare of children who are ill, and protect other children from illness and infection. Poorly children are cared for by staff who are caring and comfort children until parents arrive.

Children have excellent opportunities to engage in physical activity indoors and outdoors. Young children have a spacious environment where they can freely explore and investigate their environment. Older children participate in vigorous games and use outdoor equipment to develop their balance and co ordination as they use the see-saw and bikes. Children have good opportunities to rest and be active according to their needs. Children recognise the importance of physical exercise to remain healthy as they participate in regular outings and walks. Young children's emotional well-being is given high regard as staff recognise signs of tiredness and when they need cuddles and reassurance, they have good routines which help them to rest and to be physically active.

Children benefit enormously from a varied, extremely healthy and nutritionally balanced diet, which promotes their healthy growth and development. Clear records

indicate children's dietary requirements and staff work effectively with parents to meet children's individual needs and preferences. Children are given adequate quantities of food in accordance with their age and needs. Children eat at their own pace and enjoy their food. Mealtimes are a relaxed, happy, social occasion where opportunities for children to develop their social skills and promote language development are maximised.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm and welcoming environment where the risks of accidental injury are minimised, due to the well-designed setting, which has good safety and security precautions. Vigilant staff, who have a detailed knowledge of health and safety issues, take positive steps to promote safety and keep children safe, as they point out potential dangers. For example, staff tell children not to take pushchairs on the climbing frame as they may get hurt and ensure that children sit down whilst having a drink. This helps children learn to keep themselves and others safe. Children are kept safe on outings and wear reflective vests and reins to prevent accidents; they increase their knowledge of safety through discussion, planned activities and visits from people in the community, such as the police.

Staff use their extensive knowledge of children's developing abilities to ensure that robust safety measures are applied. This avoids dangerous situations and successfully minimises potential risks. A good balance between freedom and safe limits enables children to have growing independence and allows them to explore and actively increase their capacity to learn.

Children use a wide range of exciting, stimulating and good quality toys and resources. These are extremely well organised at child height to encourage independent access. Staff skilfully monitor and supervise children's choices to ensure that they are appropriate for their age and ability. Toys and resources are checked daily and washed regularly to ensure that they remain safe and meet safety standards, to avoid accidents later.

Children are well-protected. Staff have a good understanding of child protection issues and ensure that their prime responsibility is the welfare and well-being of children. All staff are able to implement the relevant child protection procedures. The nursery cooperates closely with other agencies to protect children, ensure that they are safeguarded and their welfare is paramount. However, a record of existing injuries is not consistently completed by all staff. The majority of staff hold valid first certificates. Accident and medication records are comprehensive and meet requirements.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in the welcoming setting. They are eager to attend

and relish their time in the vibrant and safe setting which puts children's interest first. Children play an active part in the setting and make decisions about their activities and care. Young children have excellent opportunities to use a wide range of resources, children dig in the sand and make sand castles and staff interact frequently to keep them motivated as they play. Babies receive cuddles and comfort which ensures that they are secure and confident to make decisions, explore and investigate. Children are happy to play independently and quietly concentrate on activities as they sing to themselves.

Children are motivated and interested in a broad range of purposeful and developmentally appropriate indoor and outdoor activities which provide good levels of challenge appropriate to their age and stage of development. Children relate well to staff and have a good relationship with other children and adults. They also work alongside each other in the role play area to make tea and bring the resources into the main nursery area to set out the table so that other children can play and eat. Staff skilfully interact with children when appropriate, so that they do not to disrupt their play and learning. They ask questions to encourage them to think and develop their vocabulary. Children make informed decisions to extend their play and effectively use writing as a means of recording. For example, children take orders for shopping and write a list of items needed from the supermarket.

## Nursery Education

The quality of children's teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and a clear understanding of how children learn and progress. Staff understand children's needs well and provide a wide range of exciting and stimulating activities and experiences to help them to progress and take the next steps in their learning. Detailed plans cover all areas of learning and children's achievements are clearly identified, in some cases children exceed their expected learning outcomes. Planning incorporates themes and topics which cover all the areas of learning. These are also incorporated in the continuous play provision. Staff use monitoring procedures and records well to evaluate and improve their quality of teaching. Assessments include evaluations of activities to inform future planning of the next steps for children's learning, consequently, children are happy, enjoy coming to the setting and have a positive attitude to learning. They show and increasing independence and confidence to play on their own or with their friends. Children show an interest in a wide range of first hand experiences and sometimes offer their own ideas and respond appropriately to challenges. Children are extremely well-behaved and know that if you ask nicely for something it is fine. For example, children say 'please may I have your seat?' when they want a chair to sit next to their friends. Overall, children make sound progress in their learning and achievement given their capability and starting points.

Children have good sense of belonging in the nursery, they have height charts, foot prints and their creative work displayed around the nursery. Children settle well and show an increasing independence in selecting activities, they separate from carers with ease and older children help to settle younger or new children. Staff encourage children to participate in activities to make them feel secure and confident. Children communicate in small groups with staff and swap stories and experiences, and ask questions.

Children thoroughly enjoy nursery rhymes and activities. During registration they listen and find a rhyming sentence to their name. Children can easily distinguish one sound from another as they identify pictures for the weather chart, such as w for Wednesday. Children have splendid opportunities to use writing for different purposes and as a means of recording lists. A good mark making area and resources help children draw and identify meaning to their marks. Displays of children's work show how they draw portraits of themselves using baby photographs. Mark making is used effectively as children devise shopping lists. This is followed up by practical experiences as children go to the local shop to buy bread. Children recognise simple familiar words and their first names for self-registration. More able children can recognise and write their first and second names correctly with well-formed letters.

Children listen to stories in small groups. They have favourite books which they bring into nursery. They show an interest in the illustrations and have animated discussions about their favourite part in the book. Staff provide simple but effective explanations to children about authors and what an illustrator is. Children handle books carefully and know that print carries meaning. They are careful when holding books and turn pages correctly, they read from left to right and follow text. They enjoy a range of books from stories to information books.

Children show a keen interest in numbers and enjoy joining in number rhymes. They have superb opportunities to use maths in everyday activities. Displays of creative work show how children learn about numbers using nursery rhymes, and look at numbers to recognise how old they are, and how many fingers there are on one hand. Children learn about the time as they create a large grandfather clock as part of planned activities, they link an appropriate nursery rhyme to clock, such as hickory dickory dock and look at words which rhyme with clock. Children make their own clocks and cut out and identify numbers up to twelve. More able children can complete this activity with little or no support.

Children use mathematical language as they count on their fingers whilst explaining how many sleeps they need to have before an event. For example, two more sleeps until they go on holiday. Children also use their fingers to count and learn to use language such as more and how many more for simple calculations. Most children can count and recognise numbers up to ten; more able children can count beyond ten and recognise numerals up to 12. Children show excitement as they complete a puzzle and tell staff that it had 60 pieces. Children use rulers to measure and draw pictures. They know how to measure accurately and hold the ruler correctly as they talk about how many centimetres the line should be in order to create their picture. Children also use language to discuss who is tallest and smallest as they line up for outdoor play. Creative displays show that children have knowledge of size and know how to sequence using big, medium and small as they read and learn about the three little bear's story.

Children learn about shape through practical activities and outdoor games. Staff provide them with clues to help them recognise the colour and the shape of their mat. For example, what shape has three sides and is pointed, or what has four straight sides, like a window. Children learn about position as they line up to use the outdoor play area. They have a good knowledge of shape and size and use language such as big and little as they explain how some aprons are too big and some are little.

Children learn about cultures and other communities through visits and outings, such as, travelling on the bus to visit the local library. Children learn about different cultures and beliefs through planned activities and have opportunities to listen to music and look at writing from other countries through the use of dual language books. They investigate commercial construction materials to create objects of their choice. For example, they create planes and rockets to fly around the nursery.

Children know about things such as submarines and explain to other children what they are when they question them. They know that tools can be used for a purpose, such as screwdrivers and pliers which are used to join construction materials together. Children look at cocoons in a tub as part of their growing theme. They talk about what they need to survive and how food and love help them to grow and air to helps them to breathe. Children learn about the about the lifecycle of caterpillars and frogs and have resources of their life-cycle on display. Children know that caterpillars grow into a butterflies. They also look at snails and children show wonder and excitement, but whisper so that they do not frighten them. Staff talk about how snails move slowly or quickly and sing an action rhyme about snails and how to look out for silver lines in the garden as an indicator. This activity and discussion enhances their understanding and keeps children interested and motivated

Children have some opportunities to use ICT, such as a key board, telephone, toaster and microwave and know how to operate simple equipment. Children operate a hole punch, use scissors, pens and pencils. However, there are limited opportunities for children to use a computer and operate simple functions on ICT apparatus.

Children learn about boundaries as they play games and have to stay within a certain area. They participate in ring games and action songs such as the hokey cokey to develop their physical skills. Children negotiate space as they line up for outings and daily routines, they play chase and control their movements as they run around in the outdoor area and avoid equipment, and they can change direction, stop start, and go backwards as well as sideways. Children climb the stairs to their playroom using alternate feet. Children show an awareness of their own needs and know when they are tired and need a rest or when they are thirsty. They inform staff that they have been working hard, which has made them thirsty and they need a drink.

Children use one handed tools whilst cutting shapes for creative activity. They regularly engage in activities which require concentration and hand eye co ordination as they use scissors to cut out pictures and glue sticks to attach their picture to make a board game. Children explore materials and use squeezing, patting and manipulate play dough into buns to put into the oven.

Children learn to respond, explore, express and communicate their ideas through extensive creative opportunities. They use creative materials explore media and recognise and differentiate between colours, such as red is for big boys and yellow is too big referring to aprons for water play. They extend their knowledge of colour through board games which involve choosing coloured game pieces and moving the piece when the dice is thrown showing the same colour of their game piece. Children make 3 dimensional structures as they create 3D teddy bears which link to the story of Goldilocks and the three bears. Children have opportunities daily to join in nursery

rhymes and listen to music, however there are limited opportunities for children to have tranquil moments where they can listen to various types of music independently and increase their awareness of different musical instruments.

### **Helping children make a positive contribution**

The provision is good.

Children are highly valued and develop a good sense of belonging. Children are confident and contribute to the life of the setting. They see their creative work, foot and hand prints and photographs valued in attractive displays and are confident to express and share their ideas with others. Staff take great care to treat each child as an individual in their own right. They encourage positive role models, displayed through resources and positive images, which promote equality and non stereotyped images. Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings to local places of interest.

Children benefit greatly from resources and planned activities which help them to understand and value diversity. Children celebrate festivals and special events and develop their tastes as they sample food from various other cultures, to increase their knowledge of the wider world. The nursery is committed to the integration of children with special needs into its daily life. Staff are proactive and show a good commitment to working alongside parents to meet the individual needs of children. Skilful inclusion of children with special needs helps children to accept the needs of others.

Children learn to respond to expectations for their behaviour. Staff encourage self discipline, consideration for each other, their environment and property. Sensitive explanations ensure that children know what is expected of them and behave accordingly. Staff praise children to acknowledge their positive actions and attitudes, to value and respect them, which means that children develop self worth and are consistently well-behaved and polite. Staff recognise that children need to develop non aggressive strategies to develop their confidence and enable them to stand up for themselves. Staff give them opportunities to release their feelings more creatively and provide an outlet for their emotions. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. The nursery staff work effectively with parents to support children's learning. Parents feel a strong sense of partnership based on mutual trust and confidence in the staff and setting as a whole. Information about the setting and its provision for nursery education is of a high quality, comprehensive and accessible to all parents. Daily verbal communication and written records of achievements, keep parents up to date with their child's activities. Records of children's progress related to the early learning goals are excellent and of a high standard and are systematically shared with parents. They show clear and accurate information about children's achievements and their next steps in learning. Parents are actively involved in their child's education and learning in meaningful ways. They are well informed of how they can support this at home. Planning is displayed on parents' notice boards and regular newsletters inform parents of the current project



and what activities and resources they can bring to enhance their children's learning.

## **Organisation**

The organisation is good.

Children's care is enhanced by the effective and efficient organisation. Enthusiastic and motivated staff who are effectively inducted, greatly enhance children's care and learning. The exceptional quality of organisation and the excellent leadership and management of nursery education contribute towards this.

Leadership and management is good. They are well-established, dynamic and have a very positive impact on all children's learning and progress. The setting fulfils its vision to support families, by providing a range of flexible child care services of a high quality, that enable children to maximise their development potential in a safe and stimulating environment. There is a strong, clear purpose and commitment to training, professional development and improvement. Regular supervision and appraisals ensure that staff training needs are effectively identified and met. The nursery management recognises that self evaluation is the key to continuous improvement and rigorously monitor and assess their provision using action plans.

The premises are organised well. Indoor and outdoor space is created to maximise play opportunities for children. Knowledgeable staff understand and follow the settings comprehensive policies and procedures to protect children, promote their well-being and support them to develop to their full potential. All legally required documentation which contributes to children's health, safety and well-being is comprehensive, clear and well-organised. Record keeping systems are mainly used well to meet children's needs and keep them safe. Overall, the provision meets the needs of children who attend.

## **Improvements since the last inspection**

Not applicable

## **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 complaint record may contain complaints other than those made to Ofsted.

## **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.
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The quality and standards of the nursery education are good.

## 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 all staff are aware of and maintain the records of existing injuries
- ensure that the record of visitors is maintained at all times

### **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):

- extend resources to allow children to use technology in everyday activities, to increase their learning
- develop children's learning of different types music and make available a range of musical instruments.

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