



# Horton Day Nursery and Nursery School

Inspection report for early years provision

**Unique Reference Number** 133621

**Inspection date** 22 June 2006

**Inspector** Jan Leo

**Setting Address** Horton Hospital, Oxford Road, Banbury, Oxfordshire, OX16 9AL

**Telephone number** 01295 229083

**E-mail** bramleys@fsbdial.co.uk

**Registered person** Bramleys Nurseries

**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](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?

Horton Day Nursery and Nursery School has been open since 1996. It operates from a purpose built building in the grounds of Horton Hospital, Banbury, Oxfordshire, and is one of six provisions run by the Oxfordshire based Bramleys Nurseries chain.

The premises comprise of three children's rooms, kitchen, office, staff room and toilets. There is an enclosed outside area for children's play. Parking is available immediately outside the nursery.

The nursery is registered to care for up to 53 children under the age of eight years and there are currently 106 children on the roll. This includes 35 children who are in receipt of funding for nursery education. The setting is currently supporting a small number of children who speak English as an additional or second language.

The nursery is open five days a week for 51 weeks a year, and it operates from 07.00 until 18.00, with morning and afternoon sessions. The children attend on a full time, part time or shift basis. Places are available to children of hospital staff and families in the surrounding area.

There are 17 members of staff who work with the children plus regular bank staff who help on occasions. All but one staff member holds a relevant early years qualifications to level two or above, and the remaining member of staff has approximately 40 years experience of working with children. The staff team includes a qualified nurse and a teacher.

The group receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children remain healthy because they play in a clean environment, benefit from regular fresh air and exercise, and follow good practice regarding health and hygiene. For example, children wash their hands independently from an early age to instil good habits for later life. Staff keep the environment clean and maintain toys and resources in a hygienic condition to avoid the spread of germs. They sometimes fail to complete the cleaning record, which prevents management from monitoring practice. Children learn the need for sun lotion and hats whenever they play out in sunny weather, and some take pride in reminding staff of the importance of sun protection. Overshoes are available for use in the baby room, but staff do not automatically ask visitors to use them. Very young children follow the same routine at the nursery as they do at home, sleeping when they are tired, and eating when they are hungry. Staff keep them comfortable by changing soiled nappies promptly and they interact well with the children to make sure they feel emotionally secure within the setting. All children spend considerable time outdoors and have opportunities to develop their coordination and stamina. Older children skilfully climb, balance, run and pedal, while the younger ones concentrate to steer pushchairs or wobble while practising their walking. All develop a healthy independence and mix with children of different ages to become more aware of others. Children eat healthy meals and snacks and older children learn about foods from other countries. Children sit sociably together at mealtimes and readily discuss their likes and preferences. This helps them to develop an interest in food and learn more about a healthy lifestyle. Drinks are readily available and staff frequently offer refreshments to those too young to say they are thirsty.

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

The provision is good.

Children benefit from strict security and a high level of supervision throughout the day to keep them safe. Staff make use of some physical barriers to restrict where young children go, use a buzzer and video entry system to control access to the provision, and train children how to behave sensibly in order to protect them from harm. They supervise closely at all times to help children learn to keep themselves safe without hampering their independence in any way. For example, staff swiftly cross the grass to be near at hand when a child moves to the climbing frame, keeping an acceptable distance so as not to interrupt the play, but near enough to offer suggestions if the child gets into difficulty. The majority of staff are first aid trained and they have ample medical supplies to treat injured children effectively. Staff frequently check first aid boxes to keep them well stocked and ensure all items are within date. Children play in a bright, stimulating environment where staff successfully identify and address hazards as an ongoing programme. Some older children access resources freely, without risk of injury, from low-level storage around the room. They know where equipment lives and steadily carry trays to and from the units with little or no help. All equipment is sturdy and in sound condition. One member of staff takes responsibility for child protection issues. She has a thorough understanding of the referral process and the provision's responsibility to protect children from harm. The staff know who they must report concerns to, but not all staff know where to find the contact number should a prompt response be necessary.

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

The provision is outstanding.

Children throughout the nursery thoroughly enjoy their day because they benefit from an extensive range of activities to stimulate their interests and promote learning. All choose what to do from a selection of opportunities prepared in advance and they freely develop their play from their own ideas. As a result, children learn and develop effortlessly. Staff join in enthusiastically to help extend the fun, taking care not to hamper child-initiated play. As a result, all children are extremely sociable, relaxed and interested in everything around them. They mix well, eager to try everything on offer, and link with others to develop games. All move freely to play with ever changing groups of friends, learning from each other and contributing evenly. For example, when one baby peeps from inside a tent, another joins in, and when one child shows how fast she can run, several join in to have races and demonstrate their agility, taking turns to suggest the next activity. Some act out their own experiences, strapping dolly securely in the car seat while others develop a flat tyre and have to change the wheel. They relate exceptionally well to both adults and children, making visitors feel welcome and displaying tremendous confidence in everything they do.

Nursery education.

The quality of teaching and learning is good. Staff act as very good role models giving children the time and attention they need to support and develop their learning. The staff have a well-developed understanding of how children learn and they join in

activities without inhibition to provide stimulation and make learning fun. For example, they sedately dance to Greek music, gliding around the outdoor area with dignity before building into the energetic movements required as the tempo increases. As a result, children copy enthusiastically, eager to join in the Greek experience. The children willingly try everything on offer and learn through developing activities freely. At times staff fail to promote the use of resources to develop interests further by, for example, using reference books or magnifying glasses to compare bugs in the nature box. The staff plan learning opportunities based on current topics and build in three different levels of challenge to ensure all children make steady progress through the stepping stones. Staff observe and evaluate activities to help future planning and they work well together to implement the curriculum effectively. Staff are currently reviewing planning to bring the detail of activities, aims, and evaluation together to ensure it is easy to follow by any adult.

All children show great interest and curiosity in what others are doing and the natural world. They have a strong sense of belonging, make friends easily and some are competent leaders. For example, one child enjoyed taking a vote of who wanted to attend her party and who wanted to do her reading. Several children swiftly thrust their hands in the air, hoping she would choose them. The children are always busy and becoming very independent. They have a well developed understanding of right and wrong and confidently stand up for themselves when talking to others. Children enjoy counting and some can correctly identify the low numbers. They practice action songs and rhymes to develop early addition and subtraction, and confidently make a good attempt to add the numbers of children and staff together at register time. Children show great interest in construction, working together for extended periods to complete complex jigsaw puzzles; some children successfully lining up pieces without help and willingly assisting friends to rotate pieces to fit. Children show pleasure in their achievement and excitedly ask to make the puzzle again once it is completed. All children are very vocal and unquestioningly ask for help if they feel they need it. They listen carefully to instructions, ask questions to find out more and freely contribute to conversation. Children practise early reading and mark making regularly and some competently link sounds and letters to identify whose name begins with the letter of the week. Children find their own name on arrival and some form recognisable letters when attempting to write their name. Children navigate through a variety of computer programs with very little help and willingly assist their less able peers when they get the chance. They talk about their home life displaying a sound understanding of time and place but do not routinely use clocks and timers to reinforce their understanding. Children learn about other cultures and beliefs through conversation and interesting topic work, sharing special events and point of interest in informal discussion and at circle time. The children frequently take learning outside to experience the curriculum in the fresh air. They move well in a variety of ways showing skill when climbing, balancing, jumping and scooting. They run at speed and successfully manoeuvre around their friends displaying good spatial awareness. Children have access to a wide range of large equipment to develop strength and coordination but staff do not routinely promote the use of small equipment to develop construction and enable children to learn to select the best tool for the job. Children freely use their imaginations in role play and bring their own experiences to their games, frequently talking through what they are doing. They respond enthusiastically to music and most know the words of several songs,

including some in French.

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

The provision is good.

All children feel part of the group because staff make them welcome and show interest in both them and their families. Staff treat all children as unique and value their individuality. Staff have very sound strategies for helping children become fully included. For example, all children learn some sign language to help break down communication barriers with those who do not speak English as their first language. Additionally, the daily routine appears in picture form to help children know what will follow. Staff adapt activities to suit children with limited concentration skills as a way of helping them reach their full potential. All children have a strong sense of right and wrong and they learn to share resources and respond politely to others. As a result, the children are well mannered, sociable and very secure within the setting.

The partnership with parents and carers is good. Parents and carers receive up to date information via regular newsletters and informal discussion with staff. They have access to all the group's policies and procedures and a place to read them in comfort, in the pleasant entrance area, with seating provided. Parents and carers value the opportunity to continue learning at home by extending topic work. They have access to their children's records at any time, and find staff easy to talk to in order to find out more about their children's progress. Visiting adults see extensive photographic wall displays, as they enter the premises, to learn more about outings and special events. Spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The staff are well qualified and experienced and they keep up to date by attending relevant training to increase their skills and knowledge. The leadership and management of the provision are good. The management support staff effectively and as a result, all work very well as a team to provide children with valuable opportunities to help their development. Staff and management continually evaluate practice to identify areas for improvement and implement internal quality assurance procedures in order to raise standards. Children benefit from a well-organised routine, which incorporates a good degree of flexibility to enable staff to meet children's individual and ever changing needs. Children play in a safe environment, which offers an extensive range of activities with varying levels of challenge. They learn by extending their own ideas and consequently they enjoy their day. All the documentation, required by regulation, is in place but the complaints log breaches confidentiality because it contains children's names. Formal operational procedures are in place but not strictly followed to enable management to monitor accurately the effectiveness of the provision.

### **Improvements since the last inspection**

At the last care inspection, the provider was required to obtain prior written consent before administering medication and prepare a sick child policy. Permission is now obtained in advance to ensure children are not over medicated, and a policy is in place to ensure all staff know what to do if children become unwell.

At the last nursery education inspection there were two key issues raised. The first, to review the use of resources to extend children's learning in several areas of the curriculum, and the second, to review adult intervention in craft activities to ensure children's individuality and creativity is fully valued. Low-level storage is now used to house much of the equipment and children are free to access resources whenever they want. Some children do so freely, but staff do not actively promote independent selection as a matter of routine. As a result, children do not fully develop their interests and ideas, or learn the best tools for the job. All staff have developed a good understanding of how children learn and they ensure free play predominates. This results in children constantly bring their own ideas to activities and staff welcome their individuality.

### **Complaints since the last inspection**

One concern has been raised, since the last inspection, regarding the alleged inappropriate behaviour of members of staff, which relates to Standard 1 - Suitable Person. We asked the provider to investigate the concerns and report back to Ofsted within 10 working days. The provider reported back with details of the internal investigation carried out, detailing disciplinary action taken. We are satisfied that the registered person has taken appropriate steps to address the concerns. The provider remains qualified for registration.

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**

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 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 policies and procedures are consistently followed

### **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):

- promote wider use of equipment and resources to encourage children to develop their interests and extend their knowledge further.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)