



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218439

DfES Number: 511448

### INSPECTION DETAILS

Inspection Date	08/02/2005
Inspector Name	Jacqueline Mason

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Horn End Nursery
Setting Address	Egg Lane Hixon Stafford Staffordshire ST18 0PR

### REGISTERED PROVIDER DETAILS

Name	Mrs. Deborah Falshaw
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Horn End Nursery (Hixon) is privately owned and has been registered since 1990. It operates from a single-storey building in the village of Hixon, Stafford. There are three main rooms that are used by children and there are also kitchen and toilet facilities and an enclosed rear garden for outdoor play.

There are currently 63 children from 5 months to 4 years old on roll. This includes 18 children who receive funding for nursery education. The nursery supports children with special needs and children who speak English as an additional language.

The nursery is open from Monday to Friday all year between the hours of 08:00 and 17:30. Children are able to attend either full day or part day sessions. Sessions are available from 08:30 to 13:00 or 13:00 to 17:30.

Seven full-time and three part-time staff work with the children. All hold early years qualifications to level 2 or 3. The nursery is a member of the National Day Nurseries Association (NDNA) and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

The nursery holds Investors in People and Quality Counts awards.

### How good is the Day Care?

Horn End Nursery (Hixon) provides good quality care for children. Staff are friendly and approachable. They have good relationships with parents and children and a consistent routine is followed that helps children to be settled and confident. An effective key-worker system is in place that ensures each child has a named person who is responsible for co-ordinating information about their needs & development. An appropriate programme of adult-led and child-initiated activities is provided. Children are developing independence in selecting & carrying out activities.

Good attention is paid to ensuring that children can play safely although the radiators in 'Baby Smalls' are a hazard as they are very hot and not inaccessible to

babies. The temperature in 'Toby Talls' is not adequate. Security is good. There are effective procedures for the safe arrival and collection of children. Staff have a good understanding of health and hygiene issues. They take positive steps to limit the risks of cross infection and children are encouraged to have regard for personal hygiene. Staff are confident to report child protection concerns.

Activities provided are varied and interesting and the balance of adult-led and child-initiated activities is good. Activity planning is good throughout the nursery with children under the age of three following the Birth to Three Matters Framework and over threes following the Foundation Stage of learning. Effective observation and assessment of children, particularly in 'Toby Talls', ensures that children are making good developmental progress. Although staff do not effectively promote festivals from other cultures, they include multi-cultural, disability and gender issues through routine play situations.

Partnerships with parents and carers are good. Relationships are trusting and friendly and there are good procedures to keep them informed about the provision and their children's day. Children are looked after according to parents wishes.

#### **What has improved since the last inspection?**

Not applicable as no actions were raised at the last inspection.

#### **What is being done well?**

- Staff have a very good understanding of 'Birth to Three Matters'. They have used this knowledge well to implement the framework into their daily activity planning.
- An appropriate programme of adult-led and child-initiated activities is provided. Activities provided are interesting, stimulating and challenging, offering children a variety of experiences to encourage all areas of their individual development.
- An effective key-worker system ensures that children are grouped effectively. This helps staff know the children well and meet their individual needs. Staff are interested in the children and respond well to what they say and do.
- Professional development is actively encouraged and supported. Staff are enthusiastic about developing their childcare skills and regularly attend relevant training courses. They are confident to suggest and develop new ideas and ways of working.

#### **What needs to be improved?**

- the maintenance of adequate room temperatures
- the safety of radiators
- the development of staff's awareness and knowledge of festivals celebrated by cultures other than their own.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure that the 'Toby Talls' room is maintained at an adequate and comfortable temperature.
6	Make sure that the radiators in 'Baby Smalls' are inaccessible to babies or that the radiators do not become too hot.
9	Develop (staff's) understanding of equal opportunities issues.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Horn End Nursery (Hixon) provides very good nursery education overall which helps children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage and effective planning ensures that all areas of learning are included. Learning objectives of adult-led activities are clearly identified. Although activities are adapted to ensure inclusion, written plans do not include how this happens or how the children are grouped and the activity is implemented. Children are not sufficiently learning about festivals although they are developing an awareness of the wider world through the imaginative presentation of activities. Evaluation of activities is successful to help staff identify individual needs. Children are grouped effectively. Staff know the children well and a recently introduced observation and assessment programme ensures that activities are appropriate and children are making progress. There are suitable arrangements to meet special needs. Staff have high expectations of the children and children are beginning to respond positively. Good interaction between adults and children is encouraged. Positive behaviour is praised and rewarded. Although the reading area is not well presented, the classroom is well organised.

Leadership and management is very good. Professional development is encouraged. Staff regularly update their childcare skills and knowledge, are confident to suggest new ways of working and are receptive to new ideas. Regular meetings, staff appraisals and a nursery development plan, helps management to monitor the strengths and weaknesses of the nursery and its education provision.

Partnerships with parents are very good. There are effective procedures to provide parents with quality information about the nursery. Parents are kept informed about their children's developmental progress and are encouraged to be involved in their children's learning.

### What is being done well?

- Activities provided are interesting, varied and challenging. Staff know the children well and plan to ensure that all areas of learning are included. There is an appropriate balance of adult-led and child-initiated activities.
- Staff are aware of the learning intentions of activities and link them directly to the stepping stones. They provide children with an appropriate range of resources that they are encouraged to select and use independently.
- A familiar routine is provided by staff that promotes children's self-confidence. Children have good relationships with adults and each other. They initiate interactions with each other and co-operate well together in child-initiated small group activities.

- Staff interact well with the children and are interested in what they say and do. Staff respect and value the things that children say and respond well to their interests.
- Staff are enthusiastic about developing their skills and knowledge. They use the information gained through attending training courses well to further improve the quality of the provision and nursery education.

#### **What needs to be improved?**

- the presentation of the reading area
- the development of children's awareness of the festivals of other cultures
- the development of the written records of short-term planning.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. Three key issues were raised. The first area for improvement concerned how planning addressed evaluation and learning objectives. Planning now accounts for these two items. All adult-focused activities have a learning intention that is directly linked to the stepping stones. Activities are evaluated both on a general level to assess how much it was enjoyed and also on an individual level to identify children who found it too easy or too difficult.

The second key issue concerned the use of work books. Each child had an individual workbook in which they carried out reading and writing 'work' linked to the Desirable Outcomes. Work books are no longer used by the nursery and the emphasis now is on learning through play.

The third key issue was around planning for multicultural education. When planning topics, staff consider the wider world to ensure children are having multicultural experiences. An example of this is a topic on hats and shoes. The staff took the children to a shoe shop and also sourced and used shoes and hats from other countries.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show increasing independence in selecting and carrying out activities and have a positive approach to new experiences. They work independently in the environment and persist in activities of their own choosing. Relationships with adults and other children are good. Children make attachments to others in the group and seek them out for support and conversation. With adult support, children are beginning to accept the needs of others in situations of conflict.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are developing a good vocabulary based on their own experiences and adult input. They use speech well to reflect on past experiences and initiate conversations with others. Although the reading area is not inviting to children, they enjoy stories read by adults and understand that print carries meaning. Some letters are recognised and children link initial letters to their sound. They recognise their written name and are beginning to write recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an interest in numbers and counting. They count in both adult-initiated situations and during independent play, using number language confidently. Opportunities are provided for children to see numerals in the environment and to name them. An understanding of number problems is developing through adult-focused activities. Children enjoy exploring size and shape and can recognise shapes in the environment. They use mathematical language confidently.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show curiosity and interest in how and why things work. Everyday technology, such as cash tills and telephones, is used well. Children confidently use information technology and older children are able to follow simple programmes. Although not aware of other cultures' festivals, children are learning about multi-cultural, disability and gender issues through a good range of activities. Children show a good awareness of time and are able to distinguish between past and present.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move spontaneously within the available space, negotiating appropriate pathways when walking and running. They successfully change direction, stop and start when using wheeled toys to avoid obstacles. Control over objects is developing well and children are able to manipulate small world toys to achieve desired results. Children show an awareness of their own needs with regard to eating, drinking and exercise and understand the importance of good hygiene practices on health.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children take part in a varied range of role play situations based on their own and imagined experiences. They enjoy exploring colour, texture and media through collage, painting and drawing. They recognise colours in the environment and older children are able to name most colours accurately. Individual creativity is developing well through a range of adult-led and child-initiated art and craft activities. Children enjoy singing and join in well with ring games and action rhymes.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to the following:
- develop written short-term plans to ensure all necessary information is recorded
- improve the presentation of the reading area to encourage children to want to use it.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*