



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 307473

DfES Number: 513924

INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Kay Margaret Armstrong

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Holly House Day Nursery
Setting Address	Mayfield Avenue Walkden Manchester M28 3JF

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Ebworth & Mr James Harris
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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

Holly House Day Nursery has been registered since 1993. The nursery operates from a single storey building in the Walkden area of Salford, which is within walking distance of shops, parks and the library. The nursery serves families in the local community and from the surrounding boroughs.

The nursery is open from 07:45 to 17:30 Monday to Friday all year round except for bank holidays and a week during the Christmas period.

Children are grouped according to their ages and stages of development and cared for in four play rooms, there are two bathrooms and a baby changing area. The premises are accessible to wheelchair users. There are three outdoor play areas available.

There are 84 children on roll, who attend either on a full or part-time basis, this includes 20, three-year-olds and 4, four-year-old children who are in receipt of nursery funding. The nursery also supports a number of children who have special needs.

Twenty six staff work directly with the children either part or full time, fourteen staff have an early years qualification and six staff are currently working towards gaining a qualification. There is also a cook and a caretaker.

The nursery is a member of the National Day Nursery Association. They gain support from Salford's Early Years Development and Childcare Partnership by working closely with the consultant for nursery education and attending appropriate training courses. Strong links are established with other professionals, for example physiotherapist, the Portage Service, and special needs co-ordinator.

How good is the Day Care?

Holly House Day Nursery provides satisfactory care for children. The staff work together well as a team, developing positive relationships with children to help them

feel safe and secure. The premises are maintained to a satisfactory standard with sufficient space for children to play and explore in comfort. Displays of children's work help to provide a friendly welcoming atmosphere for both children and parents. A range of toys and equipment are in place and organised to meet most children's needs effectively. However many of the resources look tired and some offer little play value. Records and documentation are well maintained and well organised with one omission.

Staff are aware of potential hazards within the premises and there are procedures in place which are implemented to ensure children's safety. Most safety features are in place. Staff demonstrate a good understanding of the policies and procedures relating to good hygiene practices, however these are not always fully implemented. Healthy nutritious meals and snacks are prepared on the premises and all dietary needs are discussed with parents and respected. Drinking water is available for the children who are able to access this with help from staff. Staff have a clear understanding and knowledge of policies and procedures relating to child protection and equal opportunities. Children with special needs are welcomed and fully integrated into the nursery.

A good range of age appropriate activities are provided for most of the children promoting their learning and development in all areas, however these are not fully developed for children from one to two years. Most children are well occupied and eager to participate in the activities, they are supported by staff in making choices throughout the day. Staff are skilful in managing behaviour in a positive manner.

Good relationships are formed with parents and there are systems in place to keep parents informed of their child's development.

What has improved since the last inspection?

At the last inspection the provider agreed to; ensure all staff were vetted, to name a person to be responsible for behaviour management, to ensure children's records remain confidential, to amend the complaints procedure to include contact details of the regulator, to record time children were on the premises, to review hygiene practices in relation to toileting, to ensure medication is not accessible to children, to make drinking water accessible to the children at all times, to provide domestic equipment in the baby room and to ensure plants on the perimeter of the play area were safe.

The procedure for ensuring staff all have appropriate clearances is now in place and implemented.

The provider Susan Ebworth is the named person responsible for behaviour management.

Children's records are stored within each room and confidential information is stored in a locked filing cabinet in the office.

The complaints procedure contains the contact details for Ofsted and these are available for parents.

A new registration system has been introduced and times of arrival and departures are now recorded for both staff and children.

Hygiene practices have been reviewed, the bathroom is checked at regular intervals to ensure that it is clean.

Medication is stored either out of children's reach within the nursery rooms or in the fridge.

Drinking water is accessible to children with staff support in all rooms.

The equipment for babies has been developed and includes some natural materials.

Plants on the perimeter of the outdoor play area had been pruned and cut back. Although Laburnum tree has grown again another recommendation has been made relating to this.

The children are now cared for in a safer environment and arrangements for their welfare has improved.

What is being done well?

- The provision for babies is good. Staff support babies in exploring their surroundings, they encourage investigation of toys through play. Resources for babies are easily accessible, offering a range of different experiences and textures. Staff are aware of babies individual needs and routines, which are respected. Staff speak to babies in gentle tones, they are offered reassurance and comfort through physical contact and cuddles. Written feedback is provided for parents on a daily basis and includes information regarding babies food intake, sleep patterns and activities.
- Staff have a positive, consistent approach to managing behaviour which is shared with parents. Children are encouraged to share and be kind to each other. Good behaviour, children's efforts and achievements are recognised and celebrated. Children are praised and encouraged appropriately developing their self-esteem and confidence.
- The nursery provides good care for children who have special needs. Additional staff and equipment is used to support these children to enable them to have equal access to activities. The children are fully integrated into the nursery day, older children and staff use simple sign language, promoting children's understanding and acceptance of difference.
- The care for children over two is good. Staff plan and implement a range of activities that promote children's learning in all areas. Staff support children as they play, extending their language, understanding and mathematical concepts. The children confidently make choices, are enthusiastic in their play, develop positive relationships with staff and are happy.
- Children's dietary needs are discussed with parents and respected. Nutritious meals and snacks are prepared on the premises and promote children's healthy growth and physical development.

What needs to be improved?

- the documentation in relation to the procedure for lost/uncollected children
- the staff's awareness of the needs of children aged 1-2 years
- the resources for children aged 1-2 years, taking into consideration the play value of all resources within the nursery
- the safety of the outdoor play area with regards to the laburnum tree and fence panel which is in poor repair
- the hygiene practices in relation to; children's hand washing and cleanliness of mattresses used for sleeping.

Outcome of the inspection

Satisfactory

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
2	Develop a written procedure to be followed in the event of a child being lost or uncollected.
3	Develop staff's awareness of the needs of children aged from one to two years.
5	Review the play value and range of resources which are easily accessible to children aged from one to two years.
6	Ensure safety of the outdoor play area.
7	Ensure procedures which promote good hygiene practices are fully implemented.

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

How effective is the nursery education?

Holly House Day Nursery provides good quality education and children make very good progress in all areas except their physical development in which they make generally good progress.

The quality of teaching is generally good. There is effective team work. Staff are enthusiastic, highly motivated, and provide many interesting well thought through purposeful activities. Though the programme for physical development is not balanced and plans do not include large gross motor development during outdoor play.

The environment is warm, welcoming and inviting. Good quality, plentiful resources promote children's independence and choice.

Staff respect and value children. They know them well and have an excellent understanding of special educational needs, working successfully to meet such needs. They extend activities and offer appropriate challenges to the more able child. Teaching methods are effective, and staff ensure that all children are able to participate in activities. Staff are secure in their knowledge of the early learning goals and the foundation stage. Detailed long and medium term plans are in place though short term plans lack some detail in terms of links between observations, assessments and next steps. Management of children and their behaviour is positive.

The leadership and management are generally good. The proprietor and the management team know staff well. They are aware of individual skills and use them to best effect. There is a full commitment to staff training needs. Staff receive ongoing support through the appraisal system in operation. The setting effectively uses the support and advice of professional agencies. Though the system for evaluating the effectiveness of the education is unclear.

Partnership with parents is very good. Parents are warmly welcomed. They receive good quality written information about the provision. There is an informative exchange of information on a daily basis, and more formal meetings every six months.

What is being done well?

- Children are confident, enthusiastic, and highly motivated to learn. They are confident at managing their own personal independence. Children choose their own resources and are adept at organising and putting them away. Children learn to manage their behaviour through working and playing in an environment that sets, explains and maintains clear and consistent boundaries.

- Parents are fully involved in their children's learning through ongoing discussions and the verbal feedback given on a daily basis.
- Regular meetings, excellent written information about topics and opportunities to support children's learning in the home environment is encouraged, such as taking Bobo the pre-school bear home with them for the weekend. Parents written comments in the pre school book reinforce their enthusiasm and satisfaction regarding their children's developmental progress, and involvement in activities both inside and outside of the nursery.
- Staff work well together as a team, good communication ensures that all staff are clear about their roles and responsibilities. Space is well used and organised. Children benefit from the well planned curriculum. Staff spend time playing, talking and listening to children, developing their thoughts and ideas.
- Staff strive to meet the individual and special needs of all children. They liaise with external agencies involved with the family to fully support the children in the nursery environment. All children learn to use some simple sign language and communicate with each other, they are also able to sign some songs. Special support packages and one-to-one sessions are offered to children of varying needs and abilities at appropriate times throughout the day.

What needs to be improved?

- the planning of the physical development programme
- the system to monitor, evaluate and oversee the educational programme
- the short term planning to link target children, observations made and the next steps.

What has improved since the last inspection?

Generally good progress has been made in response to the key issue raised at the last inspection.

The nursery should aim to provide opportunities for the children to develop their climbing and balancing skills indoors as well as during outdoor teacher directed play. Such provision should be evident in future daily planning and staff rotas.

Children have some access to climbing and balancing apparatus outdoors and sometimes indoors, though not all is appropriate to their age and stage of development. This is also not evident on the daily planning documentation. Children do however, have access to a well planned outdoor curriculum on a daily basis, this does not however, cover large motor skills and development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show great enthusiasm as they quickly engage in a variety of learning experiences, working alone or as part of a group. They demonstrate increasing confidence selecting their own resources, sharing their ideas with peers. They show care and concern for others and living things. Children have a good understanding of behavioural expectations and are well behaved. They have well developed concentration skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly, they are able to describe their experiences in a narrative way, as they talk about their trip to Rusholme. They have good listening skills, as they listen to story tapes and each other. They answer questions correctly about the story. Children link the names of letters to sounds. They enjoy books and are aware that text carries meaning. The more able child is able to read single words at random. They explore their writing skills with a variety of materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show good skill in counting to 10 and beyond. They know the value of numbers, recognising numerals, can place them in order, and include numbers in their talk. Children are becoming confident in adding and subtraction and solving simple mathematical problems. A child says 'I had 10 points yesterday and got 2 more today, so I've got 12 points'. They show a good knowledge of shape, size, and can compare, and sort objects. They explore shapes, through practical games, and flash cards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are skilled in using a variety of materials and equipment to design and construct. They have wide ranging opportunities and are enthusiastic as they learn about different cultures and beliefs through talk and planned activities. They enjoy studying and observing the natural world as they play in soil looking for worms. They have good computer skills using it independently following programmes. They develop an awareness of past and present events in their lives and those of their peers.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are developing a good awareness of staying healthy. One child asks for sun cream in the hot weather. They develop dexterity and precision skills as they handle a variety of craft tools, scissors, pencils and construction toys. They have a good awareness of space. Too few opportunities are provided for children to develop large motor movements such as stretching, reaching, using appropriately sized apparatus, or small world equipment, skittles, hoops, balls for throwing and catching.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore with their senses by using a range of materials. They respond to and are able to express their preferences in food and activities. They explore colour, texture and shape in two and three dimensional art form, as their art work shows. They engage in imaginative play and are able to describe their experiences through role play using the range of resources to create their own props. They regularly enjoy music and singing joining in enthusiastically.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- strengthen the programme for physical development giving full coverage to each cluster. Improve the availability of equipment and activities offered to promote large motor skills, including the use of large apparatus. Such provision should be evident in future planning documentation
- develop the links between observations, the assessment of children's development and the planning of activities to promote the next steps in children's learning.
- develop a system to monitor and evaluate the effectiveness of the nursery education provision.

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.