



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 316456

DfES Number: 581584

### INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Jannet Mary Richards

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hawarden House Private Day Nursery
Setting Address	22 Bury and Rochdale Old Road Bury Lancashire BL9 7TZ

### REGISTERED PROVIDER DETAILS

Name	Hawarden House Limited 4721395
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### ORGANISATION DETAILS

Name	Hawarden House Limited
Address	Bridge House Heap Bridge Bury Lancashire BL9 7HT

## 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

Hawarden House Day Nursery opened in 1990. It operates from a large detached house on the main road between Rochdale and Bury. There are three playrooms on the ground floor of the property and a separate Baby unit to the rear. Each unit has a bathroom or nappy changing area. Kitchen facilities are located in the main building. There is a large rear garden which is fully enclosed and used for outdoor play. The nursery serves the local and wider areas.

There are currently 35 children on roll. This includes five children aged three years and ten children aged four years who receive the Nursery Education Grant. Children attend both full time and part time sessions. There are no children currently attending who have special needs or who speak English as an additional language.

The nursery is open five days a week from 08:00 to 18:00 all year round except for two weeks at Christmas when it is closed. It does not offer overnight care.

There are seven full time staff who work directly with the children and the nursery owner who is also the cook. Four members of staff hold Early Years qualifications. Three staff are working towards obtaining recognised qualifications. The setting receives support from the Early Years development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Hawarden House Nursery provides good care for children.

The nursery is well managed. The staff team know their roles and responsibilities and work well together to ensure the smooth running of the nursery. There are good procedures for inducting new staff, and those who are working towards obtaining relevant child care qualifications are very well supported by the management team.

The small setting, layout of the rooms and furniture, and friendly staff all contribute to create a very welcoming homely atmosphere where children settle well. The staff are

very calm and patient, they develop good relationships with the children and meet their individual needs well. They have a positive approach and encourage good behaviour. The children enjoy a good range of activities which are suitable for their age and stage of development. There are a good range of toys and resources, though few which reflect positive images of disability. The staff know the children very well and record their progress, though the current systems for recording the progress of the youngest children are not suited to their stage of development.

The staff supervise the children very well and follow procedures well to keep the children safe and healthy. Children are provided with healthy and nutritious meals which are cooked on the premises. Children's individual dietary needs and preferences are catered for.

Partnership with parents and carers is very good. Parents are made to feel very welcome in the nursery and are provided with good information about what the children do and how they are progressing. Parents value the provision and particularly like the small, homely setting and approachable staff. The documentation relating to the care of the children is very well maintained, though the current child protection procedures for the nursery do not have all the necessary detail.

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

At the time of the last inspection two issues were identified which required action.

The first issue was to ensure that the contact details of the regulator were included in the complaints procedure. Since the inspection the complaints procedure has been reviewed and the contact details for Ofsted have been added.

The second issue was to review the arrangements for transporting food to the baby room. The nursery staff now ensure that any food transported to the baby room is sufficiently covered.

By addressing the two issues the nursery staff have improved practice and documentation.

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

- The operational plan works very well in practice. The staff have clear roles and responsibilities which allows for the smooth running of the nursery. The staff are well supported, in particular the mentoring scheme for new and unqualified staff ensures that they are familiar with the nursery routines and procedures and are encouraged to obtain child care qualifications.
- The staff ensure that children feel secure, happy and their needs are well met. There are good settling in procedures when staff discuss the children's needs and routines with their parents to ensure that children's needs are met according to parents wishes.
- The staff are caring and patient in their interactions with the children. They support them well during play and encourage good behaviour and positive

self esteem through praise and encouragement.

- The layout of the building and furniture and the welcoming staff provide a very homely atmosphere where the children are settled and secure. Parents particularly value this aspect of the provision.

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

- the systems for assessing and recording the progress of children under three
- the range of books and toys which reflect positive images of disability
- the documentation relating to child protection procedures.

#### **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
3	Develop the systems for assessing children under the age of three to ensure that they are more closely linked to their stage of development.
9	Ensure that resources are available to children which reflect positive images of disability.
13	Revise the child protection procedures to include the procedure to follow in the event of an allegation against a member of staff.

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

### How effective is the nursery education?

Hawarden House Nursery offers good quality provision which helps children to make generally good progress towards the early learning goals.

Children make generally good progress in all six areas of learning.

Teaching is generally good. The nursery provides a homely environment where children settle very well, get to know the staff and routines very well, and are very confident in this supportive environment. The staff plan a varied and an interesting range of focussed activities based on themes which help the children to make good progress in their learning, though planning does not yet link clearly enough to the stepping stones to enable staff to be sure that they are offering opportunities to promote all stepping stones over a period of time. During planned activities the staff question and challenge the children well at a level which is appropriate to their understanding, and they support children very well. The nursery has a good range of resources, though the children are not always able to access a wide range of resources to initiate their own play ideas and practice their skills. The staff are skilled at managing children's behaviour, and the children respond very well to the frequent praise and encouragement they receive. There are appropriate systems in place for supporting children with special needs in the nursery.

Leadership and management are generally good. The staff team communicate well with each other, and are well supported by the management team to ensure the smooth running of the provision.

The partnership with parents and carers is very good and contributes to children's progress. Parents are made to feel very welcome in the setting. They are well informed about the children's progress and activities they have been involved in.

### What is being done well?

- The staff team's positive approach, praise and encouragement creates a positive environment where children learn to behave well. They take turns and share, and know and follow the simple ground rules, such as no running in the corridor.
- Relationships between children, staff and parents are very good. Parents and carers are made to feel very welcome in the setting and are well informed about children's progress and activities they have been involved in.
- Effective key person systems and the small friendly environment enable the staff to get to know the children and their abilities very well. This allows them to support and challenge children at a level which is appropriate to their knowledge and understanding.
- Children's confidence and self esteem are effectively fostered. There are

good procedures for children to settle and their familiarity with the nursery environment and the staff allows them to feel secure, confident and eager to learn.

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

- the organisation of the environment to extend the opportunities for children to initiate their own play and learning activities, practice and refine skills and be freely creative
- the planning of activities to make clear links to the stepping stones, ensuring a wide range of activities which promote all stepping stones over a period of time.

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

At the time of the last inspection one area was identified for development;

'improve further the record keeping system to ensure children's progress towards the desirable learning outcomes are included'.

Since the inspection the early learning goals have replaced the desirable outcomes and the nursery has introduced assessment systems which relate to these. Assessments of children's progress are carried out periodically, and staff working with the children have a good understanding of individual children's abilities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle very well and are confident in the nursery environment. They are eager to participate in activities. They work well alone and in groups. They concentrate and persist well at activities which interest them, though do not often access resources to initiate or extend their own play ideas. They develop good relationships with staff and friendships with others in the group. They respond very well to praise, encouragement and clear boundaries.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have frequent very good opportunities such as discussion time to develop skills in speaking and listening. They are confident speakers, using language well to explain, recall events and connect ideas. They enjoy looking at books together and independently at set times of the day. They practice making marks, in sand, for example, as well as with paper and pencils to develop early writing skills. They confidently recognise and write their own first name and usually label their own work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children benefit from frequent opportunities to count to ten and beyond, such as counting how many children are present each day. They recognise and can name some numbers. They develop early calculating skills, they understand the concepts of more and less for example. They develop a good understanding of shape, space and measure during planned activities and use mathematical language such as 'big' and 'small' routinely as they play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use their strong sense of exploration to investigate how things such as the computer and calculators work, and why things happen, such as melting ice cubes and finding out which objects float and sink in water. They enjoy many good activities to find out about the world in which they live, they have visits from people who help us such as the road safety officer. They explore in the garden and local area, finding mini-beasts for example and growing sunflowers.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children engage readily in many good planned opportunities to practice movement, co-ordination and control, such as weekly dance sessions and outdoor play sessions. They have access to an interesting outdoor play area and good range of resources to develop physical skills. They develop fine motor skills and hand eye co-ordination very well through using resources such as scissors, pencils and rulers.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination well during role play, they create simple storylines when playing outdoors or in the designated role play areas. They create in two and three dimensions using a variety of media such as paint, collage, musical instruments, though these are not always accessible for children to select as they wish. They enjoy singing familiar songs each day, and join in with great enthusiasm.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- review the organisation of the environment to extend the opportunities for children to initiate their own play and learning activities, practice and refine skills and be freely creative
- review the planning of activities to make clear links to the stepping stones, ensuring a wide range of activities which promote all stepping stones over a period of time.

*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.*