

Hill Row Day Nursery

Inspection report for early years provision

Unique reference number	221590
Inspection date	01/11/2010
Inspector	Lynn Clements

Setting address	35 Hill Row, Haddenham, Ely, Cambridgeshire, CB6 3TQ
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hill Row Day Nursery is privately owned and managed. It opened in 1996 and operates from a large bungalow in Haddenham, Cambridgeshire. A maximum of 38 children aged four months to under eight years may attend the group at any one time. The nursery also provides out of school care. There are currently 66 children on roll, 32 of whom are in the Early Years age range, 9 are in receipt of early education funding. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The building is accessed by a short ramp. It is open each week day from 8am to 6pm for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are nine members of staff, who work with the children. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed knowledge of each child's needs and this enables them to successfully promote their welfare and learning. Children are safe and secure and enjoy learning about the local area and the wider world. Partnerships with parents, local schools and pre-schools are a key strength of this setting and extremely effective in making sure that the needs of all children are met, along with any additional support needs. This means that children make good progress given their age, ability and starting points. Regular self-evaluation by the management team and staff makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessment records include when and by whom they have been checked (Suitable premises, environment and equipment).
- 15/11/2010

To further improve the early years provision the registered person should:

- develop further the outdoor play area to benefit the children's learning opportunities in all six areas of learning
- ensure that all staff are aware of the need to maintain privacy and confidentiality, this refers in particular to the recording of medication administered to children.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children, including vetting procedures for all adults who work with the children. Safeguarding procedures are regularly reviewed, carefully managed, and understood by members of staff. Effective systems are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies. The environment in which children are cared for and educated is safe and secure. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe, for example moving around the nursery with care and not setting up activities in front of opening doors. Risk assessments are in place covering all child accessible areas both inside, outside and whilst on outings. However, some risk assessments are not signed and dated which is a specific legal requirement under the Early Years Foundation Stage Framework. There is a wide range of relevant policies and procedures in place which are shared with parents and carers. These are implemented in practice in order to support the smooth running of the setting and provide positive outcomes for the children. All records required by legislation are in place, reviewed regularly and well maintained. Records are securely stored and the majority are kept confidentially, although, records relating to the administration of medication are kept in a manner enabling other parents to view the types of medicine children in the nursery are receiving.

Resources are good, fit for purpose and able to support children's learning and development. The available resources are used well to achieve planned goals and the environment is conducive to learning, safe and well cared for, although the outside area is not as well organised, laid out and resourced as the inside of the nursery. Attention to staff development through induction, appraisals and training is meaningful and ensures that they are effective in their roles. The provider takes appropriate steps to ensure that the nursery resources and environment are sustainable. Staff have a good knowledge of each child's background and needs. They consider their own attitudes and ensure that their own knowledge about different cultures is up-to-date. There is no bias in their practice in relation to gender, race or disability. Staff have clear systems enabling them to identify children who require additional support, records are shared with parents, colleagues and where appropriate, with interagency teams, such as the local authority special educational needs coordinator to ensure that children receive the support they need.

Partnerships with parents and others are excellent and ensure that children receive continuity of care every day. In addition plans and resources to support future events, such as transitions into main stream school or to other settings are effective in making the whole process as easy as possible. Parents are actively involved in their child's learning records, sharing information from home and providing staff with information that enables them to build on what each child knows and can do. Parents and carers are involved in decision-making, through questionnaires where their suggestions and ideas are taken forward as part of the staff team's reflective practice. The highly inclusive systems of communication, for

example menu planning, ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement in the setting. Self-evaluation takes into account the views of staff and parents and is effective in identifying strengths and areas for development and makes good use of findings from other quality checks such as the local authority 'Quality Assessment Framework'.

The quality and standards of the early years provision and outcomes for children

All staff have a good knowledge and understanding of the learning, development and welfare requirements as set out in the Early Years Foundation Stage framework and guidance documents. Staff are focused on helping all children to make good progress in their learning and development, and promoting their welfare. Adults in the nursery work as a team with a common sense of purpose, ensuring that all groups of children have the opportunity to achieve as well as they can. A key person system is in place and staff observe, assess and then actively use this information to inform planning. This enables them to provide learning opportunities which are tailored to meet the particular learning needs of each child and ensures that they are making good progress towards the early learning goals. Outcomes related to children's progress in relation to their starting points are good. All observation, assessment and planning is in line with the Early Years Foundation Stage guidance document. Staff clearly support children to develop their social, physical and emotional well-being. Relationships are good and children's behaviour is managed well. Children and babies display a strong sense of belonging and security within the nursery and all appear settled and happy. They are confident, showing good levels of self-esteem. Children interact well with each other and members of staff, seeking others out to share in their games or with pride, show staff their finished creations. They show an understanding of diversity engaging in a range of activities and experiences to help support this. Their behaviour is good and children are beginning to show a good awareness of responsibility within the setting.

Children take the initiative working well independently as well as collaborating and co-operating with each other as they click together bricks or join in make-believe games during role play. For example, in their imaginary hospital children help to make their dolls and each other better, using stethoscopes to listen to their hearts, talking with staff about doctors, nurses and hospitals. Children become active, inquisitive learners. They develop a good understanding of the wider world and develop the skills they need in order to secure future learning. Babies are developing their early fundamental skills and actively explore their surrounding with curiosity and interest. Children are motivated and interested in a broad range of activities and enjoy taking responsibility for choosing what they do.

Children show that they feel secure in the nursery. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Children's understanding of safety issues is demonstrated through their play as they recognise and talk about dangers, for

example, in their pretend play house when preparing meals they refer to the 'hot oven' and being careful because the food is 'hot'. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the nursery.

Children adopt good personal hygiene routines and understand the importance of healthy eating. They engage in a range of physical activities, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met