

Hornby Day Nursery Limited

Inspection report for early years provision

Unique reference number EY411888
Inspection date 11/11/2010
Inspector Sandra Williams

Setting address 1 Station Road, Hornby, LANCASTER, LA2 8JP

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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

Hornby Day Nursery is privately owned and has been operating since January 2004. It has recently been re-registered in May 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a purpose-built nursery, situated in the centre of Hornby village in Lancashire. The children have access to three play rooms, a dining area, toilets and an enclosed outdoor play area.

The facility is open from Mondays to Fridays from 7.30am until 6.30pm, for 50 weeks of the year. A maximum of 60 children under eight years may attend the facility at any one time, of which no more than 12 may be under two years of age. There are currently 115 children on roll, of which 88 are in the early years age range. There are 19 children in receipt of funding for early years education. The setting offers support to children with special educational needs and/or disabilities and children who have English as an additional language.

There are 12 members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. One member of staff is a qualified teacher and one is working towards the Early Years Professional Status. The nursery has recently completed the Lancashire Quality Award. Links with the local primary schools and other early years settings are well established.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a wide range of activities and are making good progress in all areas of their learning and development. The staff know the children well, respect their uniqueness and encourage their individuality. Strong partnerships with parents and others contribute to ensuring that the needs of all children are met to a high standard. Children are safeguarded as most of the safety procedures are in place. The self-evaluation and monitoring systems ensure continuous improvement in the practice and the staff have a clear understanding of their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision about who has legal contact and parental responsibility for the children. (Safeguarding and promoting children's welfare) 11/12/2010

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

- review the risk assessment to cover the safe storage of all cleaning equipment including mops and buckets and to ensure that all of the first aid kits are appropriately stocked.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust procedures are in place to ensure any concerns about the children are dealt with effectively. The clear recruitment procedures ensure that the staff are suitable and safe to work with children. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. However, the detail about who has parental responsibility and legal contact with the children has not been obtained from the parents, which is a breach of a legal requirement. Risk assessments are, in the main, thorough and minimise most risks to children whilst in the setting and on outings. However, not all of the contents of the first aid kits are within date and the presence of cleaning equipment, such as, mops and buckets, pose a hazard to children.

Strong partnerships between parents and staff exist and there are good systems in place for keeping parents well informed about their children's progress. The nursery operates an open door policy where parents are welcome to visit at any time. Parents evenings, newsletters and questionnaires are some of the methods used to encourage two-way communication, as well as informal daily chats. The home-to-nursery diaries are also used well as a means of communication and in encouraging parents to be involved in their children's learning. Good liaison also exists with other professionals who work with some of the children, such as, inclusion teachers and speech and hearing therapists. Strong links have been established with the staff at the local schools, which also has a very beneficial impact on the children during their transition period.

The staff promote equality and diversity well as they have undertaken training and they follow their equal opportunities policy. The nursery is an inclusive and welcoming environment. The deployment of staff and resources is excellent and children are supported to make independent choices and move easily from one activity to another. The high level of commitment by staff clearly demonstrates how they strive to maintain their professional development and continuous improvement. They undertake a number of training courses and are able to demonstrate how they apply their knowledge to their practice. There are very clear written policies and procedures in place which effectively promote children's health, safety and well-being.

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

Children are confident, enthusiastic and clearly relish their time spent at this nursery. They have excellent opportunities to adopt healthy lifestyles. Daily outdoor play in the fresh air fully promotes the children's health and well-being. Many of the excellent outdoor resources are undercover, which enables the children to be outdoors whatever the weather. The provision of waterproof clothing, boots and umbrellas also make this possible. The children develop many physical skills as they climb on the climbing wall, pedal their bikes and play on the large slide. They learn about making healthy choices as they enjoy nutritious and wholesome meals and snacks freshly prepared on the premises. The children learn about sustainability as they help to grow potatoes and tomatoes to contribute to their meals. They follow good hygiene practices as they wash their hands at appropriate intervals. Children feel safe in the care of the staff with whom they have developed close and trusting relationships. They learn about keeping themselves safe as they follow the rules displayed on the wall. For example, they do not run in the nursery and when on outings they wear reflective bands so that they can be easily seen if it is dark. The children are well behaved and there are clear boundaries in place which they understand and respect. They are encouraged to play nicely together and share the toys and take turns.

Children are making very good progress towards the early learning goals. They are well supported by enthusiastic and experienced staff who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of each child's stage of development in all areas of learning and keep clear records of their progress. They effectively use this information to inform future plans for each individual child's next steps in their learning. The exciting and stimulating range of activities that are readily available to children of all ages fully promote their all round learning and enjoyment. The vibrant and colourful environment plays a key role in supporting and extending children's development. Babies have many opportunities to explore different textures, such as, shaving foam, rice and play dough. Their individual development is tracked and their next steps are encouraged. For example, babies are praised when they practice their walking and balancing skills and when they start to vocalise, wave and clap hands.

The children enjoy many opportunities to be creative, develop their imaginations and express their own ideas. This is apparent from the numerous displays of children's art work around the rooms. For example, paintings of fireworks made of paint and glitter as well as model rockets made out of cardboard boxes and tin foil. Children enjoy the sensory and discovery areas where they explore different textures and learn how to use every day items, such as, bolts and handles. They experiment with sand and water and learn that it is easier to make sandcastles when the sand is wet because it sticks together. They learn how to use everyday technology as they use the computer and the interactive white board. Children have a growing awareness of numbers which are attractively displayed in the environment. Problem solving is encouraged as children count, for example, how

many legs a toy centipede has. They play games where they put the correct number of items into jars according to what number is displayed on the jars. The children have many opportunities to make marks, for example, with chalks and paints. Children are beginning to recognise their names as they self-register and as they identify their name labels at meal times. Some children are able to write their names. They sit quietly and listen at story time and they respond well to questions about the story and what they think is going to happen next. Children learn about their own community and the wider world through various themed activities throughout the year, such as, Chinese New Year, Diwali and Eid. They learn about different languages from the displays on the walls. They also learn about important days, such as, Remembrance Day, they make poppies to wear as a mark of respect for the soldiers and observe a minute's silence.

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

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