

Hugo and Holly Day Nursery

Inspection report for early years provision

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Inspection date	14/12/2010
Inspector	Hilary Tierney
Setting address	8 Heathville Road, GLOUCESTER, GL1 3DS
Telephone number	01452 417 123
Email	sarah@sarahscott5.wanadoo.co.uk
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Hugo and Holly Day Nursery is one of two settings that are privately owned. This setting has been under the new owners since June 2007. It operates from a converted Victorian four storey house within walking distance of Gloucester city centre. Care of children takes place over three floors of the house. There are five play rooms and an enclosed garden for outside play with a bark surface. The nursery serves the local area.

The nursery is registered on the Early Years Register and both the compulsory part and voluntary parts of the Childcare Register. They may provide care for 42 children under eight years of age; of whom no more than 42 may be in the early years age group and no more than 15 may be under two years old at any one time. There are currently a total of 37 children in the roll; of these 24 children are in the early years age group and 13 children are under two years of age. The nursery is open Mondays to Fridays from 8.00am until 6.00pm all year round except for Bank holidays. Children attend for a variety of sessions. The group offer support for children with special educational needs and/or disabilities and those who have English as an additional language.

A total of eight staff work directly with the children, this includes the nursery manager. There is also a cook who prepares the meals for children. A supporting manager and senior manager work across the two settings. All have appropriate childcare qualifications. The nursery have regard to the Reggio Emilia educational approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of learning and development. They are recognised as unique and their differences acknowledged most of the time. Children are supported effectively by their key person who ensures their individual needs are met well. The safety of children is promoted effectively and staff are vigilant in their supervision of children in their care. Strong links with parents and other early years settings that children attend have been developed. Self-evaluation of the group has been completed effectively with both the management and staff contributing to the process, which demonstrates a commitment to drive improvement.

What steps need to be taken to improve provision further?

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

- consider the organisation of meal times so that younger children do not have

to sit and wait for their food, and older children can develop independence, enabling meal times to be a positive learning experience.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are fully aware of the clear policies and procedures to follow in the event of having any concerns about children in their care. Children's existing injuries are noted and shared with parents. Clear accident and medication records are kept and shared with parents on the day. All necessary written parental permissions are in place. Detailed risk assessments are used effectively in the setting to help maintain children's safety. All adults working with the children are suitably checked. Staff teach children to keep themselves safe during the day through regularly reminding them about walking inside, how to carry scissors safely and sitting on chairs correctly so they do not fall off.

Resources are easily accessible and deployed effectively to help children learn, make choices and develop their independence. There is a good balance between adult-led and child-led activities. Detailed planning, observations and assessments on children, which identify their interests and next steps, help staff clearly recognise where children require support or extension. Staff demonstrated clearly how they offer support to children who have special educational needs and/or disabilities and those who have English as an additional language.

Links with parents and carers are good. Detailed information is shared daily through verbal communication and daily books. Children's learning journey books are shared with parents, which enables them to see how their child is progressing. Regular newsletters, the notice board and suggestion box helps parents feel involved in their child's care. Parents spoken to are very happy with the care provided and all know their child's key person. Links with other early years settings are also good with regular information shared between them, as a consequence all adults caring for the children are able to contribute to their learning and development.

Self-evaluation of the nursery has been completed effectively with both management and staff contributing to the process. This demonstrates that all are committed to drive improvement and change. The self-evaluation clearly identifies areas for improvement both inside the building and in the garden area. Both staff and management are committed to provide good quality childcare.

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

Children are very happy, confident, active learners and enjoy their time at the setting. They feel safe in their surroundings. Staff have a calm, caring approach towards the children and this contributes to the children feeling relaxed and safe in their environment. Children's self-esteem is good and they have a sense of

belonging. They are able to freely access the balanced range of resources; they are encouraged to make choices about what activity they would like to do. Continuous play between inside and outside is encouraged. Children's independence is encouraged during the day because they are able to use the toilets independently, put on their coats, shoes and hats so they can go outside and which activity they would like.

Children have opportunities to develop their knowledge and understanding of the world around them and enjoy collecting the vegetables they have grown ready for lunch time. They took great delight in picking the carrots and cabbages and taking them to the cook so she could prepare them. Children enjoy taking part in role play and interact well with each other and the staff. They enjoy books and are able to look at these alone or together with staff. All children are fully engaged in a lovely range of activities. Children are developing skills for the future and are encouraged to say 'please' and 'thank you', to share and take turns as they play.

The key person system works well and the staff know their children well. Younger children benefit from their key person caring for them individually and as a consequence children settle quickly and feel secure in the adult's presence. Younger children enjoy a variety of easily accessible resources in their room which help them experience a variety of textures. Staff recognise children's routines and respect them. Careful planning of activities ensures all children's needs are well met.

Children are beginning to learn about healthy eating. They enjoy freshly prepared food at meal times. All children sit together to eat and as a consequence this is a very social time, however, the organisation of meal times occasionally means that the younger children have to wait a long time before they are able to start eating their lunch. The older children are served their meals by the staff and this means that their independence is not fully developed. They are not able to contribute to setting tables, getting plates and cutlery for themselves. Whilst eating all children sit extremely well and staff supervise them offering help when required. Staff are good role models and wear aprons and wash their hands before serving the children their meals. Good personal hygiene procedures are in place. Children are encouraged to wash their hands before meals.

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	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	2
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