

Halesworth Day Nursery

Inspection report for early years provision

Unique reference number EY411434
Inspection date 17/01/2011
Inspector Sarah Johnson

Setting address Halesworth Day Nursery, School Lane, HALESWORTH,
Suffolk, IP19 8BW
Telephone number 01986 874569
Email halesworthdaynursery@yahoo.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Halesworth Day Nursery is privately owned and managed. It registered in 2010 and operates from four rooms within a converted school building. The nursery is situated in the centre of Halesworth in Suffolk. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend the nursery at any one time. There are currently 49 children on roll, 42 of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities, and children who have English as an additional language. Care is also offered to children aged over five years, both before and after school and during school holidays. Staff are able to walk and drive to local primary schools to collect children.

There are nine members of staff, including the manager and a chef. All staff hold an early years qualification to at least Level 2 and two staff are working towards higher qualifications. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which enables them to promote children's welfare in a safe, secure and inclusive environment. There is a strong commitment to sharing information with parents and carers and working closely with external agencies. This promotes continuity in learning and good progression for all children, including children with special educational needs and/or disabilities. With the manager's effective leadership and vision, the staff have driven up standards and made significant improvements at the nursery. Overall, the systems for ongoing self-evaluation are good and are likely to lead to further improvements across most areas of the provision.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation process to identify a wider range of priorities for development that will extend practice and continue to improve outcomes for children
- provide more positive images, resources and activities that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff are confident in their knowledge of how to protect children and follow up any concerns about children's welfare. A comprehensive safeguarding children policy is in place and this is reviewed regularly to reflect current good practice. For example, the manager has recently introduced a procedure for storing staff and visitor mobile phones in the office so they are not used in the rooms accessed by the children. There are robust systems in place for the safe recruitment of staff, and as a result, all staff and students have completed the necessary checks to confirm their suitability to be in contact with children. Daily and annual risk assessments ensure all necessary precautions are in place to keep children safe. For example, a secure fingerprint entry system has been installed to minimise the risk of intruders gaining access to the premises. The nursery environment is clean, bright and welcoming. It offers a good range of indoor and outdoor toys to meet the learning needs of the children who attend.

Staff get to know the children and their families very well as they develop secure relationships with parents and carers. Parents are well informed of their children's learning and development as there is a good flow of information between the nursery and child's home. For example, parents receive regular newsletters and attend informal open days to meet with staff and share their children's learning journey records. Parents speak very highly of the staff and the improvements made since the change of ownership at the nursery. They are keen to get involved in their children's learning. For example, they respond well to the setting's requests for resources such as unwanted handbags, purses and shopping bags for use in the role play areas. Close links with other early years professionals and agencies ensure staff are able to provide continuity and support children's learning and development effectively. For example, they liaise with teachers at a special school to develop a joint approach to using the Picture Exchange Communication System (PECS) with children who attend both settings.

The manager communicates high expectations for the quality of the nursery. As a result, morale amongst the staff is high and they work very well together as a team. They are supported to develop professionally as they are provided with good opportunities to undertake further training courses or to take on new responsibilities within the nursery. The manager has made a generally good start to the formal self-evaluation process and is developing an idea of how she plans to secure further improvements to the early years provision. However, the self-evaluation does not yet cover all areas of practice to ensure the diagnosis of strengths and weaknesses is completely accurate and sufficiently robust.

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

The nursery operates at appropriate adult to child ratios ensuring children are well supervised and experience good levels of direct attention and support. Children

develop very secure relationships with their key person and the other staff. This means that they are relaxed and feel settled in their surroundings. Staff obtain information about children's starting points from parents initially and then continue to make their own assessments from the observations they gather throughout the sessions. This process enables staff to plan a good balance of child-initiated and adult-led activities which are based on children's individual interests and learning needs. Children's learning journey records are kept up-to-date with meaningful photographs and examples of their art work. These also provide clear evidence of children's good progress towards the early learning goals.

Each of the four main playrooms offers ample space for babies and children to spread out in their play and explore the array of high quality play materials. Children are keen to learn and enjoy selecting toys and resources for themselves. For example, they confidently source a bucket from the sandpit to support their digging in the garden. Well-planned imaginative areas are established to inspire children's role play. For example, children enjoy building houses from large cardboard boxes and using a range of realistic tools and safety gear in the construction site. There are rich experiences for children to use paint, water and sand and the youngest children enjoy investigating the sounds of various multicultural musical instruments. Children are developing strong skills for the future as they learn about the uses of everyday technology. For example, babies enjoy babbling into a telephone and older children have opportunities to explore a digital camera. Children are developing good skills in communication, language and literacy. For example, they proudly show staff that they can write their names on the pad and confidently talk about their experiences during group circle times. Babies and younger children express their enjoyment as the staff sing gentle songs and rhymes to them and they learn to join in with familiar actions. Children learn important social skills such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. For example, staff show them how to use scissors safely. Diversity is reflected in some areas of the provision. For example, children access a range of 'small world' characters that reflect people from different ethnic backgrounds and there are a few positive images displayed to challenge children's thinking about gender, religion and disabilities. However, opportunities to strengthen children's awareness of diversity and difference are not promoted as effectively as they could be in the continuous provision.

Children's experiences are extended as they take part in regular outings. For example, they purposefully walk to the local post box to post the letters they have written and they visit the local library to choose books. There is good provision for children's daily access to the outside learning environment. For example, children make use of umbrellas and waterproof jackets during rainy weather and enjoy searching for minibeasts such as slugs and centipedes. They develop their physical skills in the fresh air as they pedal various ride on toys and run around freely. The nursery ensures that children benefit from a nutritious diet by offering varied menus which are well balanced and tailored to meet children's individual dietary needs. Children enjoy social meal times and are supported to use a knife to spread crackers and to pour their own drinks. Babies and younger children are encouraged to use their spoon to eat their yoghurt and learn to wipe their own faces after meals. Older children demonstrate a clear understanding of the

importance of washing their hands before eating and after using the toilet, and manage these routines independently with very little need for support. The procedures for nappy changing are very hygienic and respect children's privacy. Staff are warm and caring in their interactions with babies and younger children during these routines, making them fun and creating ideal opportunities for early conversation.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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