

Hawarden House Private Day Nursery

Inspection report for early years provision

Unique reference number	316456
Inspection date	14/02/2011
Inspector	Janet Singleton

Setting address	22 Bury and Rochdale Old Road, Bury, Lancashire, BL9 7TZ
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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

Hawarden House is owned by a private provider and was registered in 1990. It operates from a detached house in Rochdale. The nursery serves the wider area, as well as the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 50 weeks of the year. The nursery is open from 8am until 6pm each day. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the nursery at any one time. There are currently 31 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at Level 3 and two at Level 4. The nursery receives support from the local authority, for one member of staff who is working with the early years foundation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioner's good knowledge of the Early Years Foundation Stage promotes children's welfare, learning and development with success. The setting's good planning and observation procedures systems mostly support children in their learning given their age and starting points. The interesting learning environment is fully inclusive, safe and secure, positively promoting children's independence. Good organisation of most policies and procedures support the safe and efficient management of the setting. The procedures for self-evaluation and improvement of the provision mean a clear understanding of the strengths and weaknesses is obtained, and as a result, outcomes for children are good. Practitioners have good relationships with parents and other agencies.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment includes the date of completion and by whom it was completed.

28/02/2011

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

- develop further the observation and assessment procedures to consistently identify the learning priorities for children and use this information to inform future planning.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as practitioners are fully aware of the policies and procedures to protect children. They are confident of the action to take should they have any concerns regarding a child in their care. The provider ensures the suitability of all adults through robust vetting procedures, for example, a Criminal Records Bureau check. Through comprehensive procedures and checklists, a secure and safe environment is maintained. However, although there are meaningful risk assessments that are reviewed and change according to need, these do not have the date of completion or by whom they were completed. This is a legal requirement.

Practitioners make good use of the resources, including their own deployment to enable children to play and learn in a child-centred and stimulating environment. Mostly effective observation and assessment processes mean that children's development is mostly planned for. Equality and diversity is supported through comprehensive documentation and the involvement of parents and other agencies in identifying and meeting children's individual needs. Parents are asked to contribute to their child's assessment. This combined with the folder of policies, the good daily communication book, parents evening and parental questionnaires shared with them, means they are involved in the nursery and good open relationships are made.

Through team meetings, appraisals and daily monitoring processes, managers are able to monitor the effectiveness of the practitioners. Training is encouraged for all to develop their childcare skills and enhance the provision. Through the completion of a detailed and reflective self-evaluation and quality assurance programme, a clear and achievable plan for improvement is in place. The manager's commitment and enthusiasm to improve the service through addressing areas of weakness is apparent. Future plans are realistic and aimed at improving outcomes for children. Partnerships with external agencies are established; for example, working with the local authority, Sure Start and the inclusion team. This ensures children's individual needs are identified to reflect their learning and development.

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

Practitioners are actively involved with the children and support them as they play. Their good understanding of the learning and development needs of all children means that individual needs are met. Practitioners know their key group of children well. Although the system for observing children and identifying the next steps in their learning is in place, it is not consistently applied and information is not always available to inform future planning. Through the well-planned environment and

continuous play provision, children make good choices and access the quality resources. They delight in exploring the malleable materials as they pull, roll and cut it into shapes, naming the crocodile and hen shapes. They access the mark making table as they use pens and pencils to draw, using their imagination as they concentrate and write their messages.

Younger children make good choices as they choose from the interactive resources, they reach out and make 'cooing' noises as they communicate with staff. The older children move freely and confidently deciding what they wish to play with as they demonstrate their independence. They delight in gluing and sticking as they apply their skills to make their individual pictures. They readily show their work of art to practitioners with a sense of pride and the good use of praise means children's self-esteem and confidence is promoted. Children use their language to talk about what they are doing, they are very communicative and constantly chattering about their play. They are very independent and manage their own needs in the bathroom. They try when putting on their coats to go outside, and with staff support are successful. They become excited and delight in playing daily outdoors, enjoying the benefits of being in the fresh air.

The children are comfortable with the practitioners and know the golden rules of behaviour. They are very well-behaved, are engaged and interested at all times, demonstrating how they feel safe. Children are polite and remember their manners. As a result of talking about similarities and the differences of people, and by celebrating festivals, children learn about the wider world. By engaging in everyday activities, for example, handwashing and bathroom routines, children learn about good health practices. They enjoy healthy meals and through discussions learn about healthy choices. By exploring and learning how to use programmable toys and the computers, they develop their skills for the future. This approach by staff means that children are learning and developing in a positive and beneficial environment.

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

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