

Handkerchief Day Nursery

Inspection report for early years provision

Unique reference number EY347142
Inspection date 23/03/2011
Inspector Jayne Rooke

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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

Handkerchief Day Nursery was first registered in 1994 and has been under the current private ownership since 2006. It operates from seven rooms in a converted barn. The main pre-school room is located on the first floor. It is situated in the village of Kegworth, on the borders of Derby, Leicester and Nottingham. The nursery serves the local and surrounding areas and has strong links with local schools. The nursery is accessible to all children and there is shared access to a variety of secure outdoor play areas.

The nursery opens Monday to Friday, all year round. Sessions are from 7.00am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 110 children may attend the nursery at any one time. There are currently 127 children on roll 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. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 28 members of child care staff. All hold appropriate early years qualifications. Nine staff are working towards further qualifications and one member of staff holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel happy, settled, safe and secure within this exceptionally well-maintained setting. They thoroughly enjoy a stimulating and varied range of play and learning experiences which present excellent levels of challenge for all age groups. Each child's progress is closely monitored by staff who have excellent knowledge of the Early Years Foundation Stage programme. Policies and procedures are highly effective in practice, ensuring a safe and inclusive environment. Partnerships with parents and other professionals are very strong in most areas. Self-review systems are used exceptionally well to promote improvement through continuous professional development and ongoing consultation with service users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- expand opportunities for sharing information with parents and involving them in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Comprehensive written policies, covering all aspects of the provision are highly effective in practice, which ensures the safe and efficient management of the setting. Safeguarding procedures are robust, protecting children from harm and neglect. All staff have completed the necessary vetting procedure and extensive systems exist for checking the suitability of new and existing staff and trainees. Staff demonstrate secure knowledge and understanding of the safeguarding policy so that prompt action is taken in the event of any concerns about a child's well-being. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing to minimise risks to children. Accident and incident procedures are well-managed, ensuring children's safe care at all times. Accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines. Children are closely supervised at all times. They follow sensible safety rules such as walking carefully down the stairs and taking turns to play on equipment in the garden. They develop a sense of safe behaviour as they take part in regular fire evacuation drills. Staff are deployed effectively to ensure that babies and young children receive high levels of support.

Children thrive within this fully inclusive environment. Staff hold designated responsibilities and are highly qualified to support children and families with a range of needs and backgrounds. Specialist training, advice and support is actively sought to ensure that all children can achieve to their full potential. Rooms and resources are bright, welcoming and accessible, ensuring that children and their parents feel comfortable and at home. An effective equalities and inclusion policy promotes positive attitudes toward diverse communities and beliefs. Activity plans and persona dolls are used effectively as a springboard for discussion about people who have different lifestyles, religions, ethnicity and abilities.

A series of innovative self-evaluation methods ensure that the views of parents, children, staff and other professionals are carefully considered as part of the settings improvement plan. The management team are committed to providing high standards of care through positive intervention and professional development. This has led to significant developments in the organisation of resources both indoors and outside. There is a progressive plan for future improvements which is fully supported by all those involved in the daily life of the setting. Recommendations from the previous inspection have been successfully addressed, resulting in the safe administration of medication and further developments in children's learning.

The provider values the importance of strong professional partnerships. She fosters excellent working relationships with advisory services and takes part in

many training events and initiatives to share good practice ideas and develop new ways of working. She actively seeks out advice, support and guidance from educational consultants to continually review and enhance the delivery of the Early Years Foundation Stage programme. The setting have strong links with neighbouring schools, ensuring that children transfer smoothly between settings when they are ready for full-time education.

The role of parents is seen as a significant and important part of children's ongoing development and progress. Their comments and views are highly regarded, resulting in effective settling-in procedures and secure partnerships. Parents are invited to be part of the nursery's thriving community, attending stay and play sessions and many social and fund-raising events throughout the year. They receive regular information about their child's daily care and educational progress through daily discussion and shared development records. Open day events are organised to enable parents and other family members to visit the setting with their children. General information is displayed on the parents' communication board, although the information is not always readily accessible to all parents. The provider is keen to expand opportunities for sharing information with parents and to involve them further in their child's continuous learning and development. Written and verbal comments received from parents are positive and complimentary. They state that they are 'happy' that their children are 'safe' and 'nurtured' within this 'fantastic nursery'.

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

Children make excellent progress toward the early learning goals. They are actively engaged in a stimulating range of rich and varied learning experiences, both indoors and outside. Staff skilfully plan and organise activities which are tailored specifically to each child's age and stage of development, abilities and interests. They set realistic and achievable goals which offer significant levels of challenge to help children achieve their 'next steps'. For example, older children chatter happily in small groups, sharing their thoughts and feelings about their special objects and toys. They confidently describe how things work, explaining clearly where the batteries go and demonstrating how to switch buttons on to make mechanical toys work. They show pride in their appearance as they talk excitedly about their new clothes, identifying the different colours and patterns they can see. Children listen carefully to instructions and develop a sense of time as they get ready for outdoor play and snack time. They take responsibility for their own behaviour, responding positively to reward systems as they select a coloured ball to place in the 'behaviour jar', recognising their successful achievements.

Younger children are happy and content with familiar routines. They move freely and safely around the room as they make choices about their play. Rooms are bright and stimulating, offering different areas for active, creative and imaginative play. Children particularly enjoy investigating the sensory den. They show curiosity and interest as they respond to a variety of different sounds, lights and textures. They take an enthusiastic interest in books and stories, listening carefully as staff

read from a well-loved book. Staff make excellent use of visual prompts and dressing up clothes to engage children's interest and involvement. Children have lots of fun as they dress up as their favourite story character. They jump up excitedly when it is their turn to look at and show their story sack toy.

Children receive sensitive support from staff when they become tired or upset. They enjoy the reassurance of their own comfort toys which helps them to settle with confidence. Staff intervene appropriately to help children resolve small disputes, encouraging them to offer apologies and to be kind if they have hurt others.

Interesting and exciting activities and resources are introduced which stimulate children's thoughts and feelings about their own and each others lives. Staff help children to create and adopt unique characteristics and events for the persona doll which children can share and enjoy. Children thoroughly enjoy taking photographs and recording notes and stories of the dollie's adventures within the nursery and when they take her home.

Babies feel safe and secure in warm and inviting surroundings. They have free access to a broad range of toys and equipment that encourage them to seek out and find things for themselves. They enjoy looking at themselves in low-level mirrors which helps them to develop a positive sense of identity. They form strong and trusting bonds with the staff, expressing bright smiles and reaching out for a cuddle when they see familiar people. Bright and inspiring displays, hanging mobiles and textured materials enhance children's interest in their environment. Babies sleep and rest according to their individual routines and needs. Staff introduce a number of innovative schemes to the care of young babies, stimulating cognitive development and relaxation techniques.

The setting provides a relaxing parenting corner which enables parents to spend time with their own baby at any time. Parents have access to an excellent library of resources which helps them to support their child's healthy growth and development. Staff are sensitive to the changing needs of families and carers, offering advice, support and guidance to support their care and well-being.

All children enjoy extended outdoor provision. They benefit from regular fresh air and exercise as they explore the extensive outdoor play areas. Small cosy areas and outdoor shelters, offer children a place to rest and relax or take time for quiet reflection. Babies and young children are safely supervised so that they can socialise with children of different and similar ages and meet up with older siblings. Children are physically active, moving their bodies with good control and coordination as they climb, run, jump and slide. They follow sensible safety rules so that they can play safely and have lots of fun on the trampoline. They play imaginatively with toys and equipment, turning the snack area into an ice cream bar. They use writing, drawing and modelling materials in their everyday play, forming recognisable shapes, patterns and letters.

Children with additional needs receive close and supportive attention so that they can take a full and active part in all activities and games. Staff pay close attention to safety and security measures, ensuring that children are closely supervised

whilst enabling them to make free choices and decisions about their play. They take a keen interest in what children do and say, encouraging children to observe and take care of the frog spawn in the water tank. Children show fascination and interest as they describe the changes they see and predict what happens next as the 'tadpoles grow legs' and 'change into frogs'. They use numbers for counting, sorting and matching during meaningful and practical activities and games.

Children learn to take care of their good health and nutrition from an early age. They help themselves to their own easily identifiable water containers to drink when they are thirsty. They learn how to remove items of clothing to keep themselves cool after physical activity or when the weather is very warm. They develop their self-help and independence skills as they help to prepare tables for lunch time and serve themselves to food and drink. Younger children receive excellent levels of adult support as they learn to manage their own personal hygiene routines.

Consequently, children develop excellent skills which stand them in good stead for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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

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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