

Horn End Nursery

Inspection report for early years provision

Unique reference number	218440
Inspection date	15/03/2011
Inspector	Julie Preston

Setting address	Wharf Road, Rugeley, Staffs, WS15 1BL
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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*.

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Description of the setting

Horn End Nursery opened in 1998 and operates from a purpose-built property in Rugeley in Staffordshire. The nursery operates from a range of rooms that meet the needs of the children attending. This includes a baby room, a toddler room and a pre-school room. The nursery serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 5.30pm all year round.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 91 children from three months to under five years on roll, some in part-time places. The nursery is in receipt of funding for nursery education. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 10 staff. All hold appropriate qualifications of at least National Vocational Qualification Level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are expertly cared for in a safe and secure environment where they are able to make outstanding progress through an extremely varied range of activities that challenge, extend and stimulate their interest. Each child is recognised as unique and staff ensure that their individual needs are well met. Children are happy, confident and enjoy their time at the setting. There is a strong partnership with parents, other professionals and settings that children attend. An extensive range of policies and procedures are fully understood and implemented by the staff team. The provision is fully committed to continually improve their practice in every way to monitor the care and education of children. Staff are fully committed to improving their skills by regularly attending training.

What steps need to be taken to improve provision further?

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

- Continue to develop and expand the good practice achieved through implementation of areas identified for further improvement within self-evaluation systems.

The effectiveness of leadership and management of the early years provision

Safeguarding is addressed very well as systems identified and implemented within the setting ensure this. For example, the group provide a wide range of policies and procedures to support this, such as, safeguarding, fire safety and security. Staff regularly update training on child protection and safeguarding with nominated persons identified to oversee child protection issues. This ensures children are protected as staff have a detailed knowledge of procedures to follow if any child protection concerns arise. Appropriate procedures are implemented well to assess the environment both inside and out, as detailed risk assessments and daily safety checks are completed. Effective recruitment and vetting of staff is undertaken to ensure that adults are safe and suitable to work with children, with the group maintaining a high level of qualified staff to offer support to children.

Staff have an in-depth understanding of the Early Years Foundation Stage and are highly committed to continuous development. They complete plans reflecting this and undertake detailed assessments and observations of children to enable all children to make excellent progress. The group also works closely in partnership with local schools and other agencies to maintain a two-way flow of information to enable them to effectively meet the needs of all children who attend. For example, visits and close liaisons are undertaken for children moving on to school and close liaison is undertaken for children with learning difficulties and/or disabilities. Equality and diversity is fostered to ensure that no child is disadvantaged, as a wide range of resources, activities and opportunities support this. Partnerships with parents are very strong as staff work closely with them to ensure the individual needs of children are well met. An effective key worker system ensures information is shared regularly and parents receive feedback on a daily basis, with noticeboards, emails and regular newsletters used to supplement this. Parents who use the setting provided comments such as 'fantastic staff team, my child loves it here' and 'I love the emails and photographs we receive'.

The manager and staff work very closely and cohesively together as part of a very motivated and committed team to promote the welfare, learning and development of children who attend. An excellent range of resources are available, which includes sensory activities, a range of ICT equipment and items that reflect cultural diversity and disability. These are used effectively by staff to promote children's enjoyment of activities they participate in. For example, babies enjoy discovery within their sensory area looking at the lights and feeling the different textures. The manager and senior management team provide clear guidance to their staff and an extensive range of policies, procedures and records are implemented effectively to promote the smooth and efficient running of the setting. The deployment of staff within free play and adult-led activities is strong, enabling them to support children well in their individual learning and development, including children with English as an additional language and children who have special educational needs and/or disabilities. They have a clear understanding of their roles and responsibilities, undertaking tasks independently. The management has a strong positive attitude to the further development of the group. Through

their process of self-evaluation the staff and management identify their key areas for further improvement.

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

A very warm, welcoming, child-friendly environment is provided for children with an excellent range of resources that cover all areas of learning available daily. Staff provide a good balance of adult and child-led experiences within each session, skilfully engaging children and supporting children's learning well. For example, children enjoy participating in the top start activities within the outdoor area. Staff provide appropriate support and resources to enable children to further develop and extend their learning. Children of all ages are eager to enter the group. They enjoy the warm and caring relationships developed with staff, they make choices and are interested in the activities available. For example, children enter the group enthusiastically and then easily become engrossed in the range of free choice activities available. They happily navigate the room, independently selecting activities they wish to participate in from the wide variety provided at their level, then move on to the next activity, showing enthusiasm and motivation to learn. For example, children in the toddler room enjoy making sandwiches deciding on what fillings they want to use from the range of play food available. Children show care and concern for each other and are forming good relationships with staff and one another. They are well behaved in all areas and respond well to staff's management of their behaviour, enjoying receiving praise and encouragement for their achievements.

Children use their imagination well and use writing for a variety of purposes, such as on chalk boards in the outdoor area or within the opticians within the toddler room. They play together well, independently developing their social skills. Children thrive as staff spend the majority of time at their level, developing good language skills as staff continually talk to them about what they are doing and expertly extend their play and enjoyment of each activity through discussion and questioning. For example, staff in the pre-school room enthralled children as they sat listening to their favourite story. Children are encouraged in many ways to adopt a healthy lifestyle as the staff encourage them to be active, eat healthily and to implement good hygiene practices. For example, children are encouraged to eat a range of fresh fruit and vegetables within meals and snacks. Children are encouraged to learn about safety in a variety of ways, such as, developing an awareness of road safety, making them aware of any potential hazards within the building and by inviting people in to share information such as the local police officer. The premises are clean and well maintained, with the group encouraging healthy practices in many ways. Children enjoy opportunities to be creative in a variety of different ways, through art, music and movement sessions.

Children's understanding of equality and diversity is promoted effectively as resources, activities and experiences support this. For example, resources promote positive images and children learn about and celebrate a range of festivals, such as St. George's Day, Diwali, Chinese New Year and Christmas. Children make excellent progress in their learning and development as they are encouraged to be

independent and confident learners. They are regularly observed and assessed across all areas of learning to ensure all children are making progress in all areas. Planning in all base rooms reflects a wide range of learning opportunities across all six areas of learning. Regular observations are made by staff in order to monitor children's progress and contribute to the assessment process. Staff update assessments regularly, using them as a tool to assess strengths and weaknesses and to enable the staff to appropriately plan for children to develop skills for the future and extend the learning and development of all children in their care by identifying next steps for learning. As a result, all children are making excellent progress in their learning and development.

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	1

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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