

Hazeldene Private Day Nursery

Inspection report for early years provision

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Inspection date	18/05/2011
Inspector	Gillian Sutherland
Setting address	116 Sussex Road, SOUTHPORT, Merseyside, PR8 6AE
Telephone number	01704 547 508
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Hazeldene Private Day Nursery opened in 1987 and was re-registered under the present owner and manager in 2006. It operates in a single-storey, purpose-built building to the rear of the owner's home. The nursery is in Southport and serves families from the local area. The nursery is open from 7.30am until 6pm, all year round. All children share a fully enclosed outdoor area.

The nursery is registered to provide care for a maximum of 26 children at any one time from six months to four years old. The setting is registered by Ofsted on the Early Years Register. There are currently 47 children on roll and children may attend for a variety of sessions during the week.

The setting employs nine members of staff who work directly with the children. Currently, eight of those staff hold appropriate early years qualifications to a minimum of Nation Vocational Qualification level 3 or equivalent, and another member of staff is working towards hers. Two of the members of staff also hold the Foundation Degree in integrated practice. The setting receives support from Sefton Sure Start Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Attentive and caring staff have created a setting where all children and parents are warmly welcomed. Staff have a very good understanding of the Early Years Foundation Stage and how to implement this in practice. Consequently, children are making good progress in their learning and development. This nursery is an efficiently organised setting that promotes the safety and welfare of children exceptionally well. Highly effective partnerships with parents and other services and providers ensure that children's unique needs are well met.

What steps need to be taken to improve provision further?

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

- develop further your proposed plans exploring how the indoor and outdoor areas can be altered to enable children greater access to resources

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are excellent and staff are fully aware of the meticulously detailed policies and procedures to follow should they have any concerns. Highly effective recruitment, employment and induction procedures ensure that staff are suitable to work with children. Risk assessment is undertaken by staff and check lists completed on a daily basis are countersigned by the staff

member carrying out those checks.

The well-organised deployment of staff and an effective key worker system means that children receive good individual attention. Staff work well together as a team and have a clear understanding of the individual needs of each child in their care. They respond positively to the needs of babies and young children, for example, by offering comfort and reassurance if they are upset. All staff have a clear understanding of the Early Years Foundation Stage Framework provision, and they work purposefully with the children to ensure they receive enjoyable and challenging learning experiences at the setting on a daily basis. Observations and assessments of each child's progress and development are carefully monitored and the next steps in their learning identified and planned for.

All staff attend regular staff meetings and annual appraisals enable them to identify with the owner their own future training needs and also any developments to the setting, for example, exploring how the indoor and outdoor areas can be altered to enable children greater access to resources. Staff were involved in the meticulous preparation of the original self-evaluation document and again in the updating of that document this year.

The setting is inclusive and children are valued and cared for as individuals. Included in the range of resources and activities are many which reflect cultural diversity and broaden children's awareness of the wider world. Well-established systems are in place to support children with learning difficulties and/or disabilities and they work exceptionally well with parents and other professionals to ensure the individual needs of those children are fully met. Parents comment favourably on the care provided and the responsiveness of the setting in meeting their requests and needs. Parents receive information about the setting in different ways. On a daily basis staff and parents chat to each other as children are brought to and collected from nursery. Parents are given regular newsletters, text messages and can also access the nursery's web site. The entrance hall and notice boards also provide additional information about forthcoming nursery events and information.

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

Children are cared for in a secure and stimulating environment, enabling them to play and learn safely. For example, a well-equipped outdoor play area enables older children to freely explore more challenging climbing resources. Staff encourage children of all abilities to confidently enjoy climbing, catching a ball or riding around on the sturdy wheeled toys. They self-select whether to access the climbing frame and slides or to pump the water from the pump and then eagerly wait at the bottom of the tubes to see if they can catch some of the water as it comes down. Children also enjoy accessing a board which has been secured to the wall and has fitted to it a selection of bolts, catches and door chains.

Children begin to learn about other people's lifestyles and abilities by using a good selection of relevant books and resources. For example, there are posters and

books which display the many cultural backgrounds and customs of children, not only in their local community but also in the wider world. The activity programme includes the celebration of festivals both seasonal and cultural as they occur throughout the year. There are books and pictures around the setting which reflect children's differing needs and abilities. There are also laminated posters which depict the differing foods and vegetables sold on markets around the world.

Trips to local places of interest take place frequently and occasionally children visit venues further away which then involves hiring a suitable coach. Staff arrange outings to the local theatre and parents and children are invited to attend. Other places a little further away have included a trip to the Safari park and here children learn how animals live and are cared for.

Indoors, children paint and glue with increasing skill and use modelling materials which helps them understand different textures. For example sand is freely accessible and they skilfully learn how to use the shape cutters with the play dough. Other children choose to go and play in the construction area where they access a varied range of building blocks. They carefully count as they put one block on top of the other and are very cautious as the tower looks wobbly and ready to fall. Each room has a treasure basket which children explore, and skilful staff help develop their communication and language skills as they talk to them about the different objects they are holding. Children throughout the nursery happily join in songs and action rhymes which have an element of counting and calculation.

Children develop an understanding of shape and space as they successfully complete one of the many shape-sorting puzzles. Some activities help children become familiar with measuring concepts as they pour water from one container into another. They gain confidence in everyday technology as they access a talking passport and a computer. Other resources which help children to gain an understanding of technology include a light-up box which allows them to see and magnify some of the smaller pretend insects and leaves. For the very young children there are lots of programmable toys that make different sounds when buttons are pressed or shape sorter puzzles that light up as the pieces are fitted in. There are low-level safety mirrors positioned around their room allowing the toddlers to crawl or walk towards these and see their own reflections. They too enjoy exploring the contents of their treasure basket as they feel and experience the texture and shapes of the different items.

Children develop a good awareness of healthy living. They learn about the value of cleaning their teeth, an activity which they participate in daily. Children enjoy a varied and balanced menu at snack and lunchtimes and their independence at snack and meal times is fostered as children help to prepare the fresh fruit at snack time and then at lunchtime they serve themselves with their own portions of food and then skilfully manage to pour out their own drinks.

The activity plans are displayed in each room and all activities link into the six areas of learning. The children's learning journeys identify the activities they have participated in and also the next steps in their learning. Each child's key worker is

responsible for the monitoring of the children's progress as they complete a learning journey for the children in their care.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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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