

Willow House Nursery and Holiday Club

Inspection report for early years provision

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Inspection date	06/06/2011
Inspector	Hilary McKenning
Setting address	Colne Rd, Huddersfield, West Yorkshire, HD1 3AY
Telephone number	01484 542613
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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

Willow House Nursery is run by Broadoak Children's Nursery Association, which is a registered charity and a limited company, and is managed by a voluntary management committee. The nursery opened in 2000 and operates from a recently refurbished, single-storey building close to Huddersfield town centre. There are three rooms available for children's play and an enclosed garden for outdoor activities.

The nursery is open every weekday throughout the year from 8am until 6pm, except Bank Holidays, offering full day care or sessional places. The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 34 children on roll in the early years age group. Children come from across the town as most of their parents travel into the town to work or are students at the university. The nursery supports a number of children who have English as an additional language.

The nursery employs 12 members of staff, nine of whom hold appropriate early years qualifications or are working towards them. The setting receives support from the local authority, and the management committee includes parent representatives.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children show a high degree of self-confidence as they eagerly explore the wide range of interesting activities in a setting where they feel included and valued. Staff create an interesting and supportive environment and observations show that children are making progress in their learning.

Most documentation is in place and the partnership with parents is developing as staff take time to discuss individual children's needs to promote inclusive practice. Staff are beginning to work with other providers to encourage and promote children's learning and development.

The provider recognises the value of continuous improvement, addressing recommendations from the last inspection and developing a system to evaluate and monitor the service, identifying areas for future development.

What steps need to be taken to improve provision further?

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

- develop further monitoring systems to ensure the planning covers all areas of children's learning
- further develop strategies to actively involve all parents and carers in

- children's learning and development and contribute to children's individual learning and development records
- ensure all permission forms are in place and countersigned by parents.

The effectiveness of leadership and management of the early years provision

Children are well protected as the provider and staff have a clear understanding of their role and responsibilities with regards to safeguarding children. Staff are very familiar with the well-established processes in place to follow should there be any concerns. There are a comprehensive selection of policies and procedures which contribute to the operation of the service and welfare of the children. These are reviewed regularly and copies of the policies are given to parents. There are clear vetting systems in place, ensuring all adults in contact with children are suitable to do so, and most of the required documents are in place. However, these do not include permission for the taking of photographs and there is no monitoring system to ensure forms are kept up-to-date and completed appropriately to promote children's welfare, such as the recording of accidents and of medication given.

Comprehensive risk assessments are completed and areas requiring attention are acted on immediately to ensure that children are kept safe during both indoor and outdoor play. Children are introduced to safety and encouraged to follow good hygiene routines. Children are familiar with and regularly take part in fire evacuation drills. They are very aware of their own surroundings and frequently take the dustpan and brush to sweep up the sand as it spills out of the sand tray. The provider demonstrates that they are able to make necessary improvements and have addressed most of the issues raised at the last inspection. They are developing a system of self-evaluation that involves the staff.

There is a positive relationship between staff, children and their parents. Staff share information with parents about their child's day through the use of daily diaries, although this does not consistently extend to involvement in their children's learning. A wealth of information is displayed on the notice board, and regular newsletters inform parents of topics and activities within the pre-school. Parents are also invited to the open evening and take part in a variety of social events. The committee is made up of parents. They, along with the children, have been involved in the planning for the refurbishment of the new building. Parents are informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints received. Close links with the wider community are evident and the nursery is developing links with other local providers of the Early Years Foundation Stage.

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

Children's welfare, learning and development are promoted appropriately through the flexible approach of the staff. Plans focus on children's interests and they enjoy

a wide variety of resources to meet their individual needs. The nursery staff have a good understanding of the Early Years Foundation Stage framework and are using the monitoring of children's achievements to assess their starting points and identify the next steps in their development. However, the planning of activities does not address all areas of children's learning.

Children play together well as they successfully help each other when watering the fruit trees and flowers they have planted. They help to find a variety of containers, holding them under the tap of the water butt while others turn the tap. They carefully take the water to give the fruit trees they have planted a drink. Children confidently involve staff with their favourite story and excitedly join in their favourite parts. The wide range of toys and resources enable children to enjoy their learning. All activities are age appropriate and give the children lots of enjoyment and pleasure. Children make a positive contribution, readily being involved in all areas of play. They learn about the wider world and its diversity through positive images and are beginning to appreciate multicultural society. For example, they take part in other festivals and celebrations. There are a wide variety of resources to help them understand and learn about other cultures and how their actions can affect others. Children's future economic well-being is fostered through a positive relationship with staff. They are involved in the planting, growing and harvesting a variety of fruit and vegetables, such as potatoes, which they then enjoy at lunch time. Staff encourage children to make marks using a variety of resources. They also access a wide range of natural resources and eagerly look for the ladybirds and hedgehogs in their respective homes in the garden. Children feel valued and receive lots of praise and encouragement. They smile and giggle with pleasure as the staff praise them. For example, children are encouraged to play together harmoniously, playing games that require them to take turns, such as bat and ball games.

Children are encouraged to be active and successfully negotiate bicycles around the play area. Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards each other. For example, older children willingly assist younger children when filling containers from the water butt. Children concentrate well and persevere with the pieces of a puzzle, determined to complete the picture.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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	3
The extent to which children develop skills for the future	3

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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