

Horn End Nursery

Inspection report for early years provision

Unique reference number EY217093
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Inspector Parm Sansoyer

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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 2002 and is one of three nurseries run by the proprietor. It operates in a single storey building situated close to the centre of Stafford, Staffordshire. All children share access to a secure enclosed outdoor play area. The setting serves the local and surrounding areas.

The setting is registered to care for a maximum of 59 children from in the early years age group, of whom no more than 18 maybe under two years at any one time. There are currently 95 children on roll of whom all are in the early years age group. The setting is registered by Ofsted on the Early Years Register. The setting is in receipt of funding for the provision of free early years education to children aged three- and four-years-old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is open each weekday from 7.30am to 6pm all year round.

The setting employs 16 staff. Of these one holds an early years degree and holds Early Years Professional Status, one holds an early years degree, one holds a qualification at level 4 in early years and 13 hold a qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are warmly welcomed into a vibrant and comfortable environment where they are supported very well and their individual needs met. The use of resources and teaching methods, which are mostly effective, help children make good progress in their learning and development. There are effective systems in place to ensure children are kept safe and all staff have a good understanding of safeguarding issues. However, the written risk assessment is not sufficiently detailed. Helping children adopt healthy lifestyles and partnerships with parents and carers is outstanding. There are effective links established with other professionals, agencies and settings. A strong commitment to continuous improvement helps improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it identifies all aspects of the environment that need to be checked (Documentation). 04/10/2011

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

- utilise more the broad range of resources available, in order to plan more clearly their use and learning intention, to help fully exploit children's play and learning.

The effectiveness of leadership and management of the early years provision

A robust recruitment and induction procedure ensures all adults caring for children or having unsupervised access to them are suitably vetted, qualified and experienced. There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. For example, a designated member of staff has clear management responsibility in relation to child protection and all staff are fully aware of this. Staff take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not include all aspects of the environment that need to be checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children health, welfare and safety.

Staff have good knowledge of the learning and development requirements and a secure understanding of how young children learn and progress. As a result, staff plan a well organised educational programme which offers a broad range of experiences for children across all areas of learning. The recently developed environment outdoors is exceptional and offers purposeful play and exploration to help children become active and creative learners. Indoors a good range of resources, which are mostly used well, capture the children's interests and imagination. However, staff do not always fully utilise the broad range of resources and experiences available, enabling them to fully exploit children's play and learning and provide a clear enough learning intention for their use. Good quality observations of what the children achieve, enjoy and do are systematically used to plan for the next steps in children's learning and to guide planning. Consequently, staff provide a rich and stimulating environment with a good balance of child-initiated and adult-led activities.

Partnership with parents and carers is outstanding. A strong commitment to maintaining highly positive relationships with all parents and carers means they are consistently consulted and involved in decisions about the care and education of their children. For example, all parents receive feedback questionnaires soon after their child starts at the setting, when their child moves to another room as well as throughout their stay and when they leave. Parents are kept very well informed about the provision and all aspects of their children's achievements and progress through regular emails, photographs, newsletters, developmental profiles and written diaries. This ensures all parents are reached and provided with useful information to help support and extend their children's learning. Feedback from parents is overwhelmingly positive showing they are clearly happy with the service provided and the support their children receive and all the opportunities available to them to become fully involved. Partnerships with other agencies and

professionals are effectively established to help support children with special educational needs and/or disabilities and transition. There are effective systems in place to support these children and those with English as an additional language. Therefore all children are valued, content and comfortable within this inclusive setting.

The management of the setting is focused on helping all children achieve well in their learning and development. They work hard to create a happy and motivated staff team with a common sense of purpose who work well together to support all children. The staff team and leaders clearly recognise the value of continuous quality improvement through their strong commitment to continually raising skills and qualifications. Detailed written action plans secure continuous improvement and all recommendations from the previous inspection have been fully implemented.

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

Children's personal, social and emotional development is fostered well. All children, including babies, develop close relationships which are warm and caring. They are confident and have a sense of belonging, trust and feel safe. Children are well behaved and show good levels of concentration and involvement in their play and interactions. Children self-select resources with confidence and have good opportunities to increase their self-help skills. Staff are attentive to children's individual care needs and personalities allowing them to settle easily as they are given the time and space they need.

Children's communication, language and literacy is supported well. Babies enjoy being physically close, make eye contact and use their voice and touch to communicate with staff. Older children benefit from time to develop spoken language and develop their listening skills through sharing conversations. For example, circle time in particular is used well to help children link sounds and letters as they begin to rhyme. They also distinguish one sound from another and hear and say the initial sound to familiar words. Children build good foundations for early literacy by having good opportunities to make marks, understand visual signs and symbols and to recognise their own name. Children develop a fondness for books as they are made readily available and shared daily with the children.

The children's knowledge and understanding of the world is very well supported to help them make sense of the world. Children have meaningful opportunities to use their senses and explore natural items such as bark, twigs, fir cones and stones both indoors and outdoors. The outdoor environment offers some good first-hand experiences for children to find insects under logs and consider changes in the seasons. Children have been actively involved in digging, planting and caring for vegetables, such as potatoes, courgettes and green beans, which have been used as part of their meals. They are encouraged to observe and predict as they have followed the life cycle of the butterfly and frog. They show a keen interest and some children delight in touching and learning about animals, such as chinchillas and snakes, during an animal visit to the setting. Children begin to gain an

understanding of diversity through themed activities and access a variety of resources about other cultures and festivals.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns, count, sort and match using a range of construction toys, puzzles and games. Many children have daily opportunities to use the paint, arts and crafts, sand and water to extend their creativity. The role play areas are popular with the children as they freely adopt roles and cooperate well in their imaginary games. Outdoors especially offers purposeful play and exploration, which is mostly used well, for children to become creative learners as they use the tubing, guttering, fabric, drum and glockenspiels.

Staff are consistent in their approach to behaviour management, which helps children learn right from wrong and how to stay safe. The extent to which children adopt healthy lifestyles is outstanding. All children benefit from the access to fresh air and the outdoor environment, which contributes significantly to their health and wellbeing. There is a clear commitment to extending the children's physical skills. The setting uses an external physical education teacher who delivers sessions with the children and supports staff on providing a challenging, stimulating and enjoyable experience. This greatly benefits all the children in developing a positive attitude towards exercise. All children benefit from freshly prepared meals which are healthy, balanced and nutritious. Children show a comprehensive understanding of making healthy choices and the benefits of fresh produce. They successfully develop good skills for the future through becoming active and inquisitive learners.

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	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	1
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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