

# Henshaw Nursery

Inspection report for early years provision

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**Unique reference number** EY425242  
**Inspection date** 04/10/2011  
**Inspector** Anthea Errington

**Setting address** Henshaw First School, Henshaw, HEXHAM,  
Northumberland, NE47 7EP  
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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**

Henshaw Nursery registered as a limited company in 2011. It operates from a purpose-built early years unit which consists of two classrooms, an enclosed outside play area, an office, a reception area, toilets and a cloakroom, within the grounds of Henshaw First School, Bardon Mil, Northumberland. Children also have access to the school hall, play yard and field.

The nursery is open Monday, Wednesday and Friday from 9am until 12 midday and on Tuesday and Thursday from 9am until 3pm, during term time only. A breakfast club is available Monday to Friday from 8am until 9am for children aged up to eight years. A maximum of 24 children may attend at any one time and there are currently 14 children on roll in the early years age range. It is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff members display an excellent understanding of the Early Years Foundation Stage and highly effective systems for observation and assessment mean that key workers know their children very well, ensuring children receive a personalised learning experience. This, combined with strong leadership and excellent, purposeful links with parents and other professionals, ensures that children's overall needs are very well met. Most documentation is in place to ensure the safe management of the provision, and highly effective systems for ongoing self-evaluation ensure the setting continually improves on the quality of the provision it offers.

## **What steps need to be taken to improve provision further?**

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

- further develop daily risk assessment procedures to ensure all areas are safe and secure for children's use
- ensure parents are informed of all accidents or injuries sustained by children while in the care of the provider.

## **The effectiveness of leadership and management of the early years provision**

Staff members are clear of their role and responsibilities to ensure children's safety and well-being and clear of the procedures to follow should they have concerns. The written informative safeguarding policy ensures parents are aware of the procedures followed. Documentation shows that all staff are vetted and the identity of visitors is checked. All required documents are in place, including

accident, medication and attendance records, however, parents signatures are not recorded on all accident records. Thorough risk assessments are in place for all aspects of care which reduces the risk to children, however, daily safety checks for indoors and outdoors are not always promptly completed, which may pose a risk to children.

Documentation is comprehensive, clearly formatted and effectively organised to support the efficient and safe management of the provision. There are sound policies and procedures in place, which parents receive copies of. Self-evaluation is comprehensive, thorough and evaluative, and takes into account the views of all users, providing an accurate assessment of their strengths and areas for improvement. The nursery is extremely well supported by a very competent staff team. Dedicated to ongoing professional development, they continue to work towards further recognised training, ensuring the continued provision of a highly skilled team. The resources are well organised and are displayed to encourage children to not only self-select for themselves but also to give an understanding of how to sort and organise them to pack them away when they have finished playing with them. The setting displays a positive attitude towards equality and diversity, and all children are encouraged to participate in the full range of activities available. Children are taught to respect and accept differences and have access to a good range of resources which further develop their awareness and understanding of the wider world.

All staff are highly motivated and ensure first-class relationships with parents are maintained. The support and opinions of parents are highly valued by the nursery and they have recently implemented a suggestion box. In addition, regular questionnaires are distributed, which provide extremely positive views of the setting. Newsletters and the informative notice board ensure parents are fully aware of all aspects of the setting, in addition to regular parent consultations and invitations to attend the setting, such as music and singing sessions. Parents can access their children's learning journeys at any time and are given good quality information with regard to the Early Years Foundation Stage and the progress their children are making. The setting is committed to maintaining positive relationships with other provisions delivering the Early Years Foundation Stage, ensuring the efficient exchange of relevant information about individual children.

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

Children are provided with a wealth of exciting opportunities and resources to enable them to make very good progress across all areas of learning. Staff demonstrate an excellent understanding of the Early Years Foundation Stage and child development. This, combined with the use of a highly effective key worker system, detailed observation and assessments, and learning goals for children, ensures they are making excellent progress in all areas.

Children are extremely confident to express themselves and make good progress in their communication and language skills. They constantly receive purposeful support from staff members so that they feel safe, valued and secure. Staff

respond to children at all times with warmth and kindness, which fully supports children's self-esteem and provides them with a real sense of belonging. Children have many opportunities to practice their writing and mark making skills as they access the various media available. For example, they discover the patterns they make while moving their hands around in the tray of shaving foam and thoroughly enjoy using the large paintbrushes and water outside. Children make very rapid progress in their information and technology skills through access to an exceptional range of resources. They display an excellent understanding and are confident in their use of use of keyboard skills and mouse control. Staff use very good skills to engage children's interest in interactive toys, and children quickly demonstrate their skills and enthusiasm as they correctly identify which buttons to press. Staff ask lots of open-ended questions to extend children's learning and encourage them to problem solve. For example, they encourage them to identify various shapes as well as number recognition. Children display extreme pride in their achievements as they correctly identify a circle shape they have just cut out while skilfully handling the scissors. Staff are extremely responsive towards children and encourage their spontaneity through listening and talking to them. For example, they follow children's interests in parties by providing them with the resources to make their own invitations. Children have lovely opportunities to develop their imagination and creativity through the many discussions they have with each other and the resources available to them. They recall the story of the three little pigs, repeating well-known phrases and acting out various scenes.

Outdoor play is a central feature of the nursery day and children love to explore in the well-planned and thoughtfully resourced outside areas. They are given many opportunities to discover the natural world and enthusiastically gather the fallen leaves and grass for their 'dinosaur world'. They visibly enjoy the freedom and practise their balancing skills as they climb on the superb resources. This contributes towards their very good health as they gain increasing control over their bodies. The nursery is fully committed and takes all required steps to ensure the children's welfare needs are fully met. Highly nutritious snacks and meals are provided to the children, who access their own snacks as and when they choose. The 'rolling snack' time provides children with a real context for social interaction and also enables them to engage in extended play. Children behave very well and respond positively towards staff members, who have realistic expectations in accordance with children's ages and stages of development and are very good role models to them. Children flourish in the excellent care and positive experiences they receive, supporting them in developing skills for future success.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
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	2
The effectiveness of safeguarding	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	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