

Hummingbirds Educational Nursery

Inspection report for early years provision

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Inspector Anita Pyrkotsch-Jones

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Hummingbirds Educational Nursery was registered in the new setting the Autumn of 2006. It previously operated in another building on the same site. The facility, which operates from the Community Centre has the use of two rooms for the children. There is a secure outdoor area.

The nursery is open term time only. Opening hours are from 9am to 12pm with an additional lunch time session for those who wish to stay until 1pm. The nursery is also open on Monday and Tuesday afternoons from 1pm until 3pm. The nursery is registered to provide full day care for no more than 30 children from two years to under five years. There are currently 25 children on roll, of whom, 16 receive education funding. There is a qualified manager in post who holds a level 3 early year's qualification. There are also five team members, three, of whom, hold a level 3 early year's qualification and two who are qualified early year's teachers.

The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming and inclusive environment for children in which they are making very good progress. Staff have a very good knowledge and understanding of the Early Years Foundation Stage and are able to successfully meet the individual needs of all of the children that attend. A wide range of exciting activities are planned for the children, with parents being involved in many of these. Parents and carers have an excellent relationship with the nursery and they are supportive and complimentary of the service provided. The management committee and all staff have a clear vision and key priorities for improvement, the capacity to maintain continuous improvement is good

What steps need to be taken to improve provision further?

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

- Support children further to recognise their names and those of key resources through the use of pictorial representation and name tags in addition to words
- Encourage all children to dispose of tissues after use rather than putting them in their pockets

The effectiveness of leadership and management of the early years provision

The management committee and staff team ensure that all adults working with the children are suitable. There are rigorous recruitment and selection procedures in

place, including, vetting and high levels of support for new staff. Safeguarding arrangements in the nursery are robust, the safeguarding officer has in-depth knowledge and understanding of safeguarding protocols and procedures and all staff have undertaken safeguarding training. Risk assessments are effective, they are carried out on a daily basis with a major risk assessment of the whole provision being carried out at least annually, risk assessments are regularly reviewed and updated. Clear policies and procedures that cover all regulatory requirements are in place and are reviewed annually.

The nursery has a detailed and well-organised self-evaluation in place. The staff assess the quality of provision through weekly staff meetings and regular committee meetings. Completing the Lancashire 'Step into Quality' award has also supported them in identifying strengths, areas for development and the prioritisation of actions to improve provision. All recommendations from the previous inspection have been thoroughly addressed and a new development plan is now in place with actions taken from the self-evaluation. Continuing professional development is a high priority within the nursery. All staff have early years qualifications to at least level 3 and two staff members are qualified early years teachers. They attend a wide range of training courses ranging from safeguarding and implementing the Early Years Foundation Stage to using empathy dolls to support learning.

Children enjoy attending nursery and some become upset when it is time to leave. They displays high levels of independence and self-esteem. Equality and diversity is promoted well. All staff are named key people for children, they know their key children well and are able to support their individual needs. They work closely with colleagues and other professionals to ensure that all children receive any support that they may need.

Parents and carers have an excellent relationship with the nursery and are supportive and complimentary of the service provided. On entry to the nursery, staff work with parents to establish the children's starting points and build next steps from these. Communication is excellent, regular newsletters and letters are sent to parents and they regularly contribute to self-evaluation through the completion of questionnaires. Parents are fully involved in fundraising for the nursery and give up their time to support topics, such as, 'People who help us' by talking about their jobs. A number of parents also sit on the management committee of the nursery.

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

Staff plan interesting and stimulating activities for the children based on their individual learning needs and their next steps of learning. Consequently, children are making good and in some cases very good progress through the early learning goals. Staff have an in-depth knowledge and understanding of the Early Years Foundation Stage, they attend training and liaise with the early years teacher team to continually develop the provision. Planning of the curriculum is clearly linked to

observation and assessment of children's development and progress. It is broken down into weekly plans that cover all six areas of learning and include, enhancement activities. Plans also include, next steps for learning. The observation and assessment of children's progress and development actively contributes to planning. Children's learning journals include, detailed and comprehensive observations of the children and they include, next steps for learning. They also include, photographs and examples of the children's work from the nursery and those contributed by the parents. Children's progress and development is regularly tracked against development charts that are linked to the early learning goals in all six areas of learning.

Children are developing good concentration skills as they work independently to complete jigsaws or free paint using autumn colours. They enjoy mark-making using a range of tools, including, chinks and chalkboards or pens and paper. They use marks and symbols to represent their names and other words and ask staff to annotate on their work for them. They are beginning to recognise their names and try to self-register at the beginning of the session and select their names at snack-time. However, a number of children do not recognise their names and would benefit from having their name linked to a symbol or picture to aid with recognition. Children self-select resources and activities, however, whilst resource boxes have written labels on them, they do not all have pictures on them to aid children with the selection of resources. Staff support language development as they are involved in activities with children, they ask relevant questions and support children very well in developing numeracy skills. For example, working with children who are using balancing scales to balance coffee beans using a range of measuring utensils.

All areas of the nursery are used effectively, including, the outdoor area. The vibrant and stimulating outdoor area encourages children to develop physical skills using the wide range of equipment available. Children put on their wellingtons and coats during wet weather and explore the grounds of the setting. They also enjoy planting and growing a range of plants in the outdoor area. The computer and mouse which are child-friendly, supports children in their developing knowledge of ICT. Story and singing time is greeted with great excitement and children join in enthusiastically with number songs. They take turns and share resources and actively participate in tidy up time.

Children feel and are kept safe within the setting. Rigorous safeguarding protocols are in place to ensure children's safety and well-being. Documentation is comprehensive and well-organised. Children's health is effectively promoted. Children wash their hands after independent toileting and before snack. They use tissues to blow their noses but do not always dispose of the tissue, placing it in their pockets instead. They help to clean tables and put tablecloths on for the healthy and nutritious snack that is supplied.

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	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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