

Hereford College of Technology Nursery

Inspection report for early years provision

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Inspector Elaine Hayward

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Type of setting Childcare - Non-Domestic

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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

Hereford College of Technology Nursery was registered in 1992. It operates from two rooms plus a sleep room at the Hereford College of Technology. All children share access to a secure, enclosed outdoor area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 35 children under eight years. There are currently 51 children on roll aged from nine months to four years. Children attend for a variety of sessions. The nursery provides child care for students and staff at the college as well as the wider community. The nursery is open five days per week between 8.30am and 5.30pm during term time. It opens during the holiday periods depending on parents' needs. The setting supports children with special educational needs and disabilities.

There are 13 members of staff who work with the children. Ten staff hold appropriate childcare qualifications. Two staff hold degrees, five staff hold level 3 and two staff are qualified to level 2. The setting receives support from the local authority and works in partnership with the college and other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in a setting where staff work well to provide an environment where each child is respected and valued. Children make good progress in their learning and development as they enjoy a wide range of activities which meet their interests and stage of development. The setting works closely with parents and other professionals to promote children's welfare and learning. Shared vision has ensured very good progress has been made since the last inspection and an overall effective system of self-evaluation is in place to ensure continuous improvements are made.

What steps need to be taken to improve provision further?

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

- extend and develop further the evaluation systems and culture of reflective practice to identify the setting's strengths and priorities for development that will improve further the quality of provision, drawing on a range of quality improvement tools available
- develop further and create an attractive book area to enhance children's progress and enjoyment of books.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are well protected from the risk of harm. All staff undergo regular training ensuring that staff are clearly aware of their roles and the action to take should they have concerns about a child. Clear risk assessments and effective health routines, supported by daily checks and staff vigilance with effective staff deployment, ensure children's health and safety. Robust recruitment procedures are in place with a clear induction programme. Staff development and communication is further promoted by ongoing discussions, weekly staff meetings and appraisal system. This results in staff regularly attending training to develop their expertise and enhance provision.

The manager and staff have a shared vision for the future. They are highly motivated, enthusiastic and work well as a team. Many changes and improvements have been implemented following the last inspection, including improving opportunities for children to calculate and measure, to see clear labels and their names around the room and to enjoy imaginative play. A covered outdoor area now enables children to enjoy physical play in adverse weather. There are effective systems for observing, assessing and planning to meet children's individual needs with clear intended learning outcomes. These improvements, supported by a move to a new purpose-built area for the nursery with effective deployment of good quality resources, have resulted in good, positive outcomes for children. A culture of reflection is clearly in place and views of parents and children are included in the evaluation. The process of clearly identifying the setting's priorities for development has been identified as an area for further development in order to maintain good outcomes and enhance provision.

Equality and diversity lie at the heart of the setting in order to provide inclusion for all. Staff effectively support children with special educational needs and disabilities, working in close partnership with parents and other professionals in order to meet children's individual needs. Good support is in place to support children where English is an additional language, including translation of documentation. Parents are kept informed of their children's activities and routines through daily discussions, newsletters and clear informative notice boards. Planning is clearly displayed. Parents are encouraged to be involved in their children's learning and development in many ways including through individual learning journals, parent evenings, questionnaires and 'red and yellow' daily books for exchange of information.

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

Children are happy and confident in the nursery. Children make good progress towards the early learning goals as they experience a wide range of exciting and stimulating activities and resources. Their independence is clearly encouraged and well supported, for example, they pour their own drinks and choose their

resources. There is a good balance of adult-led and child-initiated activities. An effective key-worker system ensures staff learn about children's individual routines, likes and dislikes. As a result, babies and young children settle quickly. All children clearly feel safe and secure. Children learn about keeping safe and being healthy as they are reminded to walk in the setting, wash their hands thoroughly and talk about healthy foods. Children say 'please' and 'thank you'. They learn to care and support each other, responding to clear guidelines from staff who act as a good role models.

Older children learn about the wider world as they watch a DVD about a family celebrating Diwali. They behave well because they are fascinated, responding enthusiastically to staff who ask questions to make them think and who give lovely, clear explanations in response to the questions children ask. They relate what they see to their lives and what they have done. They then try new foods such as samosas, bhargees and a 'special' red rice. A child thinks the foods will be hot and will burn his mouth but finds that is not so! Children find the cucumber dip and mint yogurt refreshing! Children thoroughly enjoy this experience, describing the colours and what they see and taste in the food. Staff reinforce the sounds they make, praising the children's descriptions and findings and record the words children use to later display.

Children have ongoing opportunities to see numbers, their names and words around them. Staff support children's recognition of letters and sounds. They count together, calculate and follow recipes as they make cakes to sell for charity fund-raising. Children enjoy stories as staff read animatedly, involving the children. Children can access books in the reading area where there are cushions to sit and relax. However, it is not as exciting and inviting as other areas of the setting and the library section has been highlighted as an area for development in order to promote further children's experiences and enjoyment of books.

Children learn to adopt healthy lifestyles as they enjoy the outdoors each day. The area is not large but is inviting and well organised. Here children have opportunities to be physical, for example, they climb, jump and play with hoops and balls. Children love the obstacle course. They take their turn and are well supported by staff to negotiate their way across and around. They receive praise for their achievements as they jump and twist or catch a ball. Staff join in with children's play. Children are fascinated by and describe the different smells of the new balls. They play with water and sand in this outdoor area and grow plants. The setting has close links with a nearby college who provide materials and support in the children's gardening. The children also have opportunities to visit and see the animals.

Children receive ongoing praise and support for their achievements. Their self-esteem is well supported by caring and knowledgeable staff. Children are motivated to achieve and develop positive attitudes to learning in this warm and happy environment. Children are enabled to become independent, active and inquisitive learners, helping them develop skills for the future.

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	2

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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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