

Harwood Children's Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Harwood Children's Day Nursery was re-registered as a limited company in 2010 after being individually owned since 2003. It operates from a detached building close to the shopping precinct in Harwood, Bolton. Children are accommodated within two base rooms depending on age and stage of development. All children share access to a secure enclosed outdoor play area. Access to the upper floor is via a staircase.

The nursery is open each weekday from 8am to 6pm, all year round, with the exception of Christmas week and bank holidays. The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 39 children aged from birth to under five years on roll, attending for a variety of sessions, and the nursery provides funded early education for three and four-year-olds. The nursery currently supports a very small number of children with special educational needs and/or disabilities.

There are nine members of staff, seven of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 3 or above. One member of staff has an honours degree in early years childhood studies. Two staff are modern apprentices studying for level 3 qualifications. A cook and handyman are also employed. The nursery accepts students on placement from local colleges.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery promotes children's welfare and learning exceptionally well and excellent systems are used to ensure that all children's individual needs are met. All staff demonstrate a very good knowledge of the Early Years Foundation Stage, so that children experience positive outcomes in learning and development. As a result, children and babies are very happy and secure, and the environment is fully inclusive and particularly welcoming. Relationships with parents or carers are strong and they are kept well informed of children's care, routine and progress. Extremely effective links are formed with other professionals, agencies and settings to promote continuity of care and education. Systems for monitoring and self-evaluation are exemplary and the nursery has an outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop innovative ways for parents to contribute to children's learning records.

The effectiveness of leadership and management of the early years provision

Safeguarding in the nursery is given the utmost priority and all staff are suitably checked and vetted. As a result, children are well protected and all staff have an excellent understanding of the setting's robust policies and procedures to keep children safe. Extensive risk assessments for on and off premises ensure that children are safe and secure at all times. There is a highly comprehensive induction programme for new staff, students and volunteers to protect children's welfare and promote learning. All statutory documentation is in place to ensure consistently high standards for the safe and effective management of the nursery.

Children make exceptional progress in learning and development because of the excellent deployment of highly motivated staff, who have clearly defined roles and responsibilities. The rigorous monitoring system ensures a superb quality of provision for each child. The organisation of the environment inside and out means that children and babies develop independence skills. Excellent use is made of outings and external provision, as the nursery provides the opportunity for children to go swimming and take part in weekly gymnastics classes. Staff are very knowledgeable about the Early Years Foundation Stage and are encouraged to undertake professional development to enhance outcomes for children in their care.

Extensive self-evaluation systems are constantly ongoing to identify areas of strength and those for any further improvement. Managers, staff, parents and children all contribute to the process and this leads to excellent outcomes for children's learning, development and welfare.

The nursery forms exceptional links with external agencies to support children, including those with additional needs who may need staff to use adaptation or differentiation to enable them to fully access the provision. As a result, it maintains inclusive practice and promotes continuity of care and learning, including during transition times, for all children. There are strong links with parents, who are very well informed about their children's development and daily care, through regular progress meetings and daily verbal exchanges with key workers. A written summary of progress and future plans is provided at least four times a year for each child so that parents are aware of next steps being taken in learning. Parents are given weekly opportunities to complete their own records of children's learning and interests, although this is not consistently returned to nursery so that key workers can incorporate it into planning.

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

Key workers are enthusiastic and kind, providing excellent role modelling for children who are in turn well behaved. Older children are able to take on small responsibilities, such as giving out snack bowls to encourage them to contribute to the daily routine. All rooms have excellent displays of artwork, to enhance

children's self-esteem and a sense of belonging to the nursery's small community. Staff work hard to make family books using photographs, provided by parents, of close family members, significant people, places and pets, to help children feel safe and secure, especially when they are new to nursery. Children are confident and happy with peers and staff, showing they feel safe. Babies settle quickly and explore their room curiously, showing a very strong sense of security.

Children are able to talk about how to keep themselves safe by remembering some rules for on and off the premises. This is because staff teach road safety, as well as regularly talking about the setting's rules in circle times. The nursery has a dynamic programme of visitors, including the community police, the fire service and dental hygiene visitors, to teach awareness of safety and good health. There are regular outings to local supermarkets, libraries, playgrounds and farms to foster an awareness of the local area, and children's physical development is enhanced by frequent opportunities to go swimming or enjoy gymnastics in the nursery.

Children have daily outdoor play in the exceptionally equipped rear garden, which has a superb range of resources to extend fine and whole body physical skills, including balancing, climbing and mark-making. They can select freely from resources in the large outdoor shed, including flexible resources for open-ended and explorative play, such as plastic crates. As a result, play is rich because children can direct their own experience and staff are sensitive when to intervene or step back so that play is free flowing. Very good use is made of planting activities to enhance understanding of the natural world and promote healthy eating by growing vegetables.

Children are offered consistently healthy menus and snacks and clearly enjoy their meals enormously, promoting enjoyment of healthy food. Older children enjoy serving themselves at breakfast time and tidying up after afternoon snack, fostering self-help skills. Babies are encouraged to learn excellent manners at mealtimes and many feed themselves competently, becoming more independent. Children brush their teeth after their afternoon snack to teach good oral hygiene and are proud of doing this.

There are many opportunities to develop skills for the future, and children display high levels of skill and enthusiasm, being especially keen to use computers for early literacy skills and numeracy development. Staff use circle times very well to reinforce counting and everyday knowledge, such as weather and days of the week, along with nursery rules. As a result, children learn future skills for when they transfer to the final year of the Early Years Foundation Stage at primary school and beyond. They enjoy access at all times to play dough, a huge range of collage textures, role play areas, painting and natural materials to provide a comprehensive creative experience. Babies enjoy mark-making, using cornflour and water to extend their fine physical skills and develop understanding of their own actions. Young babies have a specially adapted black and white area in their room to enhance their ability to focus, which is also used for circle times to give a comprehensive sensory experience for them. Staff observations, combined with information about children's interests, are used for detailed and inclusive planning for individual children, supported by robust quality monitoring by managers. As a

result, children and babies make very good or exceptional progress in all six areas of learning and development.

Excellent opportunities are provided for children to learn about other peoples' beliefs, cultures, needs and views, using a wide range of activities, foods, books and resources that depict positive images of diversity. The nursery excels at displaying different examples of written communication, including musical notation, languages such as Arabic and Chinese and easily recognisable shop or brand names to promote literacy and an understanding of its diversity of form.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
The effectiveness of safeguarding	1
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	2

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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