

Heron Day Nursery

Inspection report for early years provision

Unique reference number EY358603
Inspection date 07/11/2011
Inspector Karen McWilliam

Setting address St. Johns Centre, Brick Kiln Lane, WIGAN, Lancashire, WN1 1XH
Telephone number 01942202198
Email herondaynursery@aol.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Heron Day Nursery was registered in July 2007. It operates on the ground floor and the Out of School Club operates on the first floor of the premises. The nursery and the out of school club serve the local community and two local primary schools, and is located close to Wigan town centre. It is accessible to all children and there is a fully enclosed area for outdoor play. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 118 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 54 children attending who are within the early years age range. The nursery also offers care to children aged five to 11 years. There are currently 21 children attending the out of school club.

The nursery is open Monday to Friday, 51 weeks a year, 7.30am to 6pm. The out of school club is open Monday to Friday, term times, 7.30am to 9am and 3.30pm to 6pm. During the school holidays the out of school club is open week days from 7.30am to 6pm. The nursery provides funded early education to three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 14 members of staff. Of these 12 hold appropriate childcare qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning most of the time. A comprehensive self-evaluation identifies priorities for improvements and the capacity to improve is good. Partnerships with others are valued in the nursery. Most systems support effective communication between parents, carers and other professionals. This ensures that the needs of all children are met, along with any additional support needs. As a result of this children progress well given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- review the daily planning and organisation with particular regard to music and movement
- develop systems further for monitoring and evaluating activities so that children's concentration is sustained
- strengthen partnerships with parents and carers further by ensuring all parents and carers receive information from the nursery regarding key persons.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good knowledge of local safeguarding procedures. The manager ensures that they are well informed about child protection and have appropriate contact details available should there be a concern about a child. Some staff members have recently attended safeguarding training. All staff have received in-house training from the manager. All staff are suitably vetted and there is a named safeguarding officer. The manager regularly reviews and updates the nursery's comprehensive risk assessments. This means that children are well protected when using equipment and resources. The manager has successfully implemented a robust recruitment procedure. Children are further protected because the nursery keeps good records including accident, medication and attendance records. Access into the nursery can only be gained via a secure finger print system, further ensuring the children's safety.

The manager has a clear sense of purpose and ensures this vision is cascaded to the dedicated staff team to ensure the environment is well organised and stimulating. Children are encouraged to make choices. For example they take boxes off shelves to play with the train track or construction. Consequently children are active participants in their learning, and therefore thrive and make good progress. Continuous professional development is a priority for the nursery resulting in a knowledgeable team focussed on promoting positive outcomes for children. A comprehensive self-evaluation form has been completed which includes the views of parents, children and staff. Ensuring targets for future improvements are identified and acted upon. For example, staff identified that some children did not often access the writing table, after talking with them they purchased resources, such as super hero pens and pencils. As a result of this, all children happily make marks in the area. However, systems for evaluating other areas are not as strong. Therefore children occasionally lose interest in activities and wander off.

The nursery has promptly and effectively addressed previous recommendations. For example a complaints file is now maintained and all concerns are addressed. The nursery forms close working relationships with parents and carers. They obtain useful information about each child, such as what they can do themselves, as well as their dietary and personal care needs. This means parents' wishes and children's individual needs are effectively met. Staff and parents share important information about their child's starting points and progress. The manager ensures that children's progress reports are translated for parents who are learning English as an additional language. This means parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. However, some parents do not have clear information regarding their child's key person. Therefore staff are not fully maximising every opportunity to work in partnership with parents. Effective relationships with other provisions and professionals involved with children are firmly established and contribute well to supporting children's welfare and learning.

The nursery offers sensitive and caring support to children who have special educational needs and/or disabilities. The manager and a member of staff attended an 'Every child a talker' programme to support children in the nursery. As a result, individualised support plans for children are implemented.

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

Children benefit from warm and trusting relationships with the staff at the nursery therefore they are happy and secure. They confidently explore the play areas and babies snuggle in to their key worker when upset. Children are given good opportunities to handle a range of tools correctly, for example they use scissors to cut card, as a result of this they are learning to keep themselves safe. Children say they enjoy attending the out of school club and talk about their favourite activities. Children are well supported by staff as they practise walking holding on to a push-a-long toy or negotiate the stepping stones and wooden bridge, therefore challenging themselves and learning to take risks.

Children's good health is promoted effectively by the nursery. Children are developing healthy eating habits as they choose from pieces of fruit for snack and pour themselves a drink of water or milk. Good hygiene procedures are implemented in all rooms. All children are encouraged to brush their teeth after their main meal. As a result of this the nursery has been awarded a 'smile' award. Children are served well-balanced meals which enhance their healthy lifestyles. All children are given good opportunities to be active. The children take part in the 'active living' programme, practise their ball skills and go swimming. Regular access to the outdoor play area where children can balance, run and climb, contributes further to the children developing healthy practises.

The staff naturally and spontaneously promote all the six areas of learning. Staff challenge children's thinking by asking questions such as 'what shape is it' and 'Do you need more/less?' Children fit shapes into jigsaws, stack cups and recognise numerals on the CD player. All of which contribute to children developing problem solving skills. Key workers plan motivating activities based on children's needs and interests identified in their individual learning journeys. For example, props and puppets are introduced into circle time so that all children eagerly participate. Children are actively involved in their learning. Children learning English as an additional language make choices and contribute to planning by choosing from photographs of activities. However some planned activities are not flexible, therefore children dance and sing whilst others are sleeping or sat with staff reading a book. As a result children's rest and quiet times are disrupted. Staff link activities to songs to ensure experiences are meaningful and encourage connections. For example, singing '10 sausages sizzling in a pan' as the children roll play dough; supporting a good balance of child-led and -initiated activities. Parent volunteers further capture the children's interest as they bring in their new puppy to show children or do some gardening. Children write shopping lists and make signs for the nursery. Babies are inquisitive as they explore the textures and sounds from the resources in the treasure baskets. All children have access to a

camera, laptop and telephones. Babies have a range of cause and effect toys to choose from as a result of this children develop good skills for the future

Children generally behave well in the nursery. This is because the staff offer clear explanations and involve the children in making the rules which are further reinforced in a display created by them. Children are learning to develop positive attitudes towards themselves and others because the nursery provides a range of toys and activities reflecting diversity, and celebrate a wide range of festivals. Staff learn key words, when required, to support children who are learning English as an additional language. All of which contribute to children's understanding of the rich diversity of the world they live in.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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