

Hoar Cross Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Hoar Cross Children's Day Nursery was registered in 2004 and is privately owned. It operates from a purpose-built property in Hoar Cross, Staffordshire. All children share access to a secure enclosed outdoor play area.

A maximum of 46 children may attend the setting at any one time. There are currently 25 children on roll in the early years age range. Of these, seven children receive funding for nursery education. The setting is open Monday to Friday from 8am until 6pm all year round. It is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

The setting employs six staff to work directly with the children, of whom, three staff hold an appropriate early years qualification to level 3. Three staff hold an early years qualification to level 2. The manager holds an early years foundation degree. The setting also employs two part-time cooks. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because they enjoy their time in the nursery and staff recognise their interests and individuality. The staff have a good knowledge of the Early Years Foundation Stage and plan, observe and assess children's progress toward the early learning goals effectively. Staff have good relationships with parents to secure knowledge of children's individual and routine needs. Systems to monitor and evaluate the service are generally good, which provides a secure basis for continual improvement and better outcomes for children.

What steps need to be taken to improve provision further?

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

- further improve documentation to ensure that it is kept up to date at all times, with particular regard to who has legal contact with the child
- further improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children in this setting are good. There are robust staff vetting, induction and continued suitability procedures in place. Staff are

vigilant with visitors and security in and around the setting. The setting employs a company to undertake a general risk assessment and additional daily checks are undertaken to ensure children's safety is promoted. Most staff have up-to-date training in safeguarding and paediatric first aid to support their good practice. Written policies, procedures and parental permissions are clear and shared with parents. However, not all records clearly show who has legal contact with the child. This has little impact on children's safety as staff know children's parents and their immediate families very well and an effective collection procedure is in place. Children are helped to recognise and respond to hazards and dangers through regular activities, such as practicing emergency evacuation procedures. This helps to develop their awareness of keeping themselves and others safe. These measures are effective in promoting each and every child's good health, safety and welfare.

All children are included in this setting as there is a good range of resources, toys and games to enhance children's learning. This includes a range of laminated pictures, posters, words in different languages, photographs and visual prompts that are used effectively indoors and outdoors. An effective range of equipment is available to reflect different ethnic groups, cultural differences and disabilities. For example, the setting celebrates differences and uses positive images of the children and their families in displays throughout the learning environment.

Staff dedicate time to get to know children and their families and careers, fostering strong relationships, thus helping to ensure that children settle quickly and feel secure. Good quality information is shared with parents through a number of effective ways. For example, key workers encourage parents to be involved in their child's ongoing assessments and individual learning journeys are available should they wish to make any comment or contribution. Parents speak highly of the setting's approach to sharing their children's experiences and feel well informed regarding their children's care, learning and development. Partnerships with others who are involved in the assessment process are good. Staff work well with external agencies to support the inclusion of children with special educational needs and/or disabilities as and when the need arises. The setting effectively supports children moving from one room to the next and from one setting to another. These measures ensure continuity of care and learning for all children during transition times.

The manager has identified that the self-evaluation is work in progress. This means the evaluation system is not fully reflective in all areas of the Early Years Foundation Stage. For example, not all learning folders are well organised and some assessment records are incomplete. However, there are firm plans in place to make improvements to the health, safety and welfare of children and staff in the setting. For example, one member of staff is currently undertaking a level 4 in management skills and, as part of the course, is revisiting the setting's general risk assessment to make it more specific to the setting. Management are supportive of staff undertaking training. For example, some staff access specialist training in areas such as 'Baby Development'. The setting welcomes support from the local authority to support good practice issues. The recommendations raised at the setting's last inspection have been fully addressed, resulting in improved outcomes for children. This positive attitude to ongoing evaluation assists the setting to

effectively consider ways to improve the quality of the service provided to children and their families.

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

Most children are making good progress towards the early learning goals. This is owing to staff having a good understanding of the Early Year Foundation Stage framework and how children learn through play. They sensitively make observations and assessments to inform plans and next steps in individual children's learning and development. They plan a broad range of activities based on children's individual learning and play preferences. Activities are purposeful and developmentally appropriate and staff effectively utilize the range of resources available indoors and outdoors.

Children settle quickly, are happy and respond well to the individual time and attention they receive. Younger children's physical skills are developing well as resources are made available to encourage them to become more mobile. Younger children sing along and join in with familiar 'wiggle and jiggle' music and movement sessions. Staff count along with younger children as they are helped to put on their shoes and socks. Children enjoy looking at picture books and listening to stories and staff encourage them to repeat the names of different animals, colours and shapes. This helps develop their language and communication skills effectively.

Space is well organised to support children's all-round development. Their creativity is developing well as they freely take painting activities, cut and glue and model with play dough and clay. They have fun foot painting and getting messy with shaving foam. They problem solve and develop their imagination during role-play, with small world and home corner resources, such as train tracks, construction blocks and caring for and feeding dolls. Children have access to a range of battery-operated resources which they are keen to use. As a result, they are developing skills to equip them in the future.

Children are confident to approach adults for support or play happy on their own. Some are eager to find their special friends and to join in activities with their peers. Overall, children are well behaved and are consistently praised for good behaviour and gently reminded when their behaviour is not acceptable. This helps them consider how their behaviour affects others.

Children are exceptionally well supported to adopt healthy lifestyles. Babies and toddlers are very well supported at nappy change and during potty training. Drinking water is always readily available for children during the day. The nursery menu is varied and offers a balance of healthy and nutritious snacks and meals. Mealtimes are very social occasions where staff sit with the children and offer appropriate support when needed. Children are learning to use a range of tools and utensils, such as scissors, knives and forks safely, and with growing confidence. Younger children show that they feel safe by confidently moving from one activity to another. Older children know they are not to run indoors as they

may 'bump into to someone and hurt them'. This helps children to develop a high regard for safety. All children have access to outdoor play and can take part in an extensive range of physical games and activities or enjoy the fresh air. The outdoor area is well equipped to support children's all-round learning and development. Older children involve themselves in digging, planting and growing a range of plants and vegetables. They have excellent opportunities to go on nature walks, to be active and to ride on balance bikes. They play on wheeled resources, push dolls in prams, climb, run, chalk on the paving slabs and make tracks with tractors in the wet sand tub. All children are able to rest or sleep and be as active as is appropriate to their individual needs. These measures contribute extensively towards children's good health and well-being.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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