

Portland House Nursery

Inspection report for early years provision

Unique reference number	EY428565
Inspection date	22/11/2011
Inspector	Abigail Cunningham

Setting address	Portland House, 55 New Hey Road, HUDDERSFIELD, HD3 4AL
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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

Portland House Nursery is one of four nurseries owned by Portland Nurseries Ltd. It has been established since 1991 and re-registered in 2011 and operates from converted, detached premises in the Lindley area of Huddersfield. The nursery is open each week day from 7.30am until 6pm throughout the year, with the exception of Bank Holidays and two staff training days. The nursery has use of nine play rooms in the basement, on the ground and on the first floor of the building. All children share access to secure, enclosed outdoor play area. The setting serves the local and wider areas and has strong links with three local schools.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is registered to care for a maximum of 94 children under eight years, of whom, no more than 94 may be in the early years age group. There are currently 247 children on roll. The nursery provides funded early education for three and four-year-olds. Out of school care is provided after school and during the school holidays. The provision currently supports a number of children with special educational needs and/or disabilities and a number who speak English as an additional language.

The setting employs 29 members of child care staff. Of these, most hold appropriate early years qualifications at Level 3 or above. One member of staff holds Early Years Professional Status and one member of staff holds an Early Years Degree. One member of staff is working towards a childcare qualification and one member of staff is working towards Early Years Professional Status. The setting receives support from the local authority and has held the Investors In People award since 1999. The organisation has also successfully completed the National Day Nurseries quality assurance scheme, Quality Counts.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships with parents, other childcare providers and professionals. The welfare of the children is promoted exceptionally well and is significantly enhanced by the nurseries policies, procedures and practice, which are implemented with a high level of consistency. Those in charge have high aspirations for quality through ongoing improvement. The children's learning and development is impressive, as all the children are achieving as much as they can and the provision for their developing their knowledge and understanding of the world is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- organise systems, so that the young children in 'poppies room' are grouped appropriately during circle time.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among the staff within the nursery, all of whom, receive regular training on safeguarding. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff.

Actions taken by those in charge are clear, well-chosen and achievable. This supports continuous improvement that staff, children, parents and other interested parties have been full involved in. For instance, the outdoor play area has been improved after consulting children and parents. The setting takes positive steps to ensure resources and the environment are sustainable. For instance, the children use recycled materials in their art work and waste food is put into the compost bin. Resources are mostly well deployed to improve outcomes for children. However, there are occasions when the children in 'poppies room', sit in too big a group during circle time, as a result less confident children do not contribute to discussions.

The setting has highly effective relationships with all parents. Parents are extremely well informed about all aspects of their children's achievement, well-being and development. For instance, regular written reports are sent home and parents meetings carried out, to pass on information about each child's progress. Parents also receive information via the nursery website, information leaflets, notice boards, newsletters, children's diaries and daily verbal feedback from the staff. This highly inclusive system of communication ensures that there are consistent and productive partnerships with parents.

Parents also have excellent opportunities to be involved in their child's learning, as they can attend stay and play sessions. Parents are also invited into the setting to participate in planned events, such as annual trips and one of the parents also came in to play rugby with the children. The nursery also involves parents in various fundraising events, such as 'Children In Need'.

Excellent and well-established channels of communications between all partners involved with individual children are fully in place. This successfully promotes the children's learning, development and welfare. For example, in order to positively promote the transition from nursery to school, reception teachers from local schools are invited into the nursery. The setting has fully established links with other childcare providers who also support children who attend the nursery. For instance, communication books are completed for each child and important information is effectively shared.

The staff team have created an extremely inclusive environment in which to care for the children. They are fully aware of the children's backgrounds, home language, individual needs and starting points. The staff team are very experienced in working with children who have special educational needs and/or disabilities and children who speak English as an additional language. The special educational needs coordinator is provided with opportunities to update her skills and knowledge on a regular basis by attending any relevant training. There are very effective and well-established channels of communications between all partners involved with individual children, which successfully promotes their learning, development and welfare. For example, regular meetings are held and individual education plans are fully implemented.

The children develop a positive attitude to others and a very good understanding about the wider world and local community. They enjoy playing with an excellent selection of resources which reflect positive images, such as dolls, books, dressing up outfits and jigsaws. They also learn about interesting events, such as Ramadan, Diwali and Burns Night. For example, to celebrate Burns night one of the children came into nursery dressed in his kilt and the children enjoyed dancing to Scottish music. Children have regular opportunities to learn about the local community and natural world. They are taken out of the nursery to do extremely interesting activities, such as making dens in the woods.

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

The children make healthy choices about what they eat and drink, as meals are made from freshly prepared ingredients. The children receive a very good range of healthy and wholesome meals. These are made on site by the nursery cooks, such as vegetable moussaka, garlic bread and blackberry cheesecake. The children successfully develop their self-help skills, for instance, young children help themselves to more lunch. Babies and young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. As a result, they enjoy their food very much; they settle down quickly for a sleep and have formed very close attachments to staff.

The children's behaviour is exemplary, for instance, children share, take turns, use good manners without being promoted to do so and enjoy the responsibility of being either a 'helper' or 'inspector'. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. For instance, they hold onto the handrail when walking down the stairs and line up and wait nicely to go back inside. Children safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe, such as scissors, paintbrushes, sweeping brushes, bucket and spades.

The children's parents fill in 'wow cards' to keep the nursery staff fully informed about any of their child's achievements, such as being able to name and recognise numbers from 1-5. The children are provided with an excellent and interesting range of activities, which are primarily based on their current interests. For

example, one child is currently very interested in making space stations and aliens. Also a small group of children are thoroughly enjoying playing with emergency vehicles and make comments, such as 'help, 999, it's an emergency'. Assessment and monitoring through high quality observations is rigorous and the information gained, is used very effectively to identify the next steps in learning, guide planning and staff training needs. Tracking systems clearly demonstrate how the children are making rapid progress in their learning and development.

The children have innovative opportunities to engage in a wide range of physical activities and experiment with different ways of moving, such as attending ballet sessions. The children choose when they would like to play outside; they have access to waterproof suites and can play out in all weathers. Young children set their own challenges and manage their body to create intended movements, such as digging with the spade. More-able children negotiate an appropriate pathway when using wheeled vehicles and while chasing after staff.

Children are very interested in technology, for instance they know how to use the digital camera and enjoy taking photographs. They have great fun searching for insects, particularly in wet weather and proudly show the staff what they have found. The children grow, harvest and eat fruit and vegetables; they go out on nature walks and feed the ducks. As a result, the children are developing an excellent knowledge of the natural world.

More able children can form recognisable letters, write their own name and link sound to letters. They can name and recognise shapes, colours and numbers. Children can confidently count from 1-20 and can successfully add two different types of objects together, for example a small group of children added six conkers and six acorns together and knew they had a total of twelve. All of these activities develop children's skills and contribute to children's future economic 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?	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	1

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	1
The extent to which children develop skills for the future	1

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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