

Hollingarth Day Nursery

Inspection report for early years provision

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Inspector

Jane Wyncoll

Setting address

1 Prospect Road, Barrow-in-Furness, Cumbria, LA13 9AA

Telephone number

01229 836269

Email

therowleys2000@yahoo.co.uk

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

Hollingarh Day Nursery is privately owned and is a limited company. It opened in 1991 and operates from a large Victorian property in Barrow-in-Furness. A maximum of 58 children may attend the nursery at any one time, and of these 20 may be under two years. The nursery is open each weekday from 7.30am until 6.00pm for 51 weeks of the year. There are currently 123 children on roll. Of these, 23 children receive funding for early education. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and supports children who speak English as an additional language. The nursery employs 23 members of staff. The managers are qualified to degree level and hold Early Years Professional Status. There are six members of staff who hold Level 3 childcare qualifications and 12 apprentices are working towards either Level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, enthusiastic and very well cared for in a stimulating and inclusive environment. Comprehensive policies and procedures ensure children's safety and security is a priority. Supported by a well-motivated and generally knowledgeable staff team children make very good progress in their learning and development. Positive and caring relationships are developed with families and so overall, staff support children's well-being and development very well. Well-established partnerships between other settings and professionals ensure the individual needs of children are especially well supported. The management team are committed to continually improving their practice and are developing processes for self-evaluation.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are able to make their own observational comments and contributions to their child's learning and development records
- develop skills so that all practitioners can support and challenge children to think critically by getting fully involved in the thinking process with them.

The effectiveness of leadership and management of the early years provision

Children's welfare is exceptionally well safeguarded. Detailed policies and extremely well-organised procedures are clearly shared and staffs' comprehensive knowledge is regularly refreshed. Thorough procedures for recruiting, vetting and checking staff and trainees ensures those working with children are suitable. The premises are secure and children are particularly safe because of very effective entry systems, locks on gates and attentive supervision. Children's records and parent contact numbers are kept up-to-date in case of emergencies and the nursery ensures only authorised adults can collect children. Frequently reviewed risk assessments and health and safety audits make sure potential hazards are kept to a minimum. All staff attend paediatric first aid training so children are looked after appropriately in the case of illness or accidents. Hygiene practices are exemplary and all staff implement the nursery procedures consistently.

The nursery has a strong commitment to developing practice and striving for improvement. They find out opinions of parents through regular questionnaires. An action plan highlights future improvements as they work closely with local authority advisors to evaluate their provision. For example, identifying improvements to resources for developing children's literacy skills. The nursery provides training for childcare apprentices in conjunction with a local training provider. Staff are encouraged to continually update their training and they share what they learn with each other so children benefit from knowledgeable adult support.

Individual key person's collect detailed information about children's routines and parents preferences during visits before they start nursery. Changes to these routines are discussed as children progress. For example, when a child is weaning they have a meeting to discuss this with parents so staff can respond to children's needs. This means that children's welfare and well-being is very well provided for. Children's learning and development records are shared at parents' evenings. Newsletters, displays and daily sheets help parents find out about their children's day at nursery. Children take the room teddy home and parents help them record his adventures to share with their friends. However, limited opportunities for parents to add their own observations and contributions to children's records means they are not as fully involved with their children's learning as they might be. Partnerships which support children with individual needs are particularly strong. This has resulted in staff being knowledgeable about identifying any additional needs and accessing very effective support for children. Consequently, children with learning difficulties and/or disabilities successfully participate in nursery and make very good progress.

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

Children confidently explore the well-resourced nursery rooms which provide a good balance of imaginative areas for children's own exploration and carefully

planned adult-led activities. Regular observations of children enable staff to track the good progress children make towards the early learning goals. They identify possible next steps in learning for individual children and incorporate these into their future planning. Staff respond to children's interests and develop stimulating activities around these. For example, they respond to a current fascination with dinosaurs by providing a small world environment with models and soil which children explore enthusiastically.

Babies and toddlers develop close relationships with their key persons as they snuggle up on cosy cushions and share board books. They learn to be curious and develop their senses confidently as they explore items made from wood and metal. Toddlers use brushes to explore paint and create pictures. They begin to talk because adults name objects and actions for them as they roll the ball or climb over and under the soft play. Children's imaginations and creativity are developing very well as they build a hospital out of bricks and choose which figures are doctors or patients. Numbers and counting are learnt effectively as they count how many children are in the line. Rolling up the car mat provides opportunities for some good problem solving as they work out how to do this together. However, sometimes children's thinking is not challenged sufficiently to help them develop their own ideas. Children freely choose from a range of interesting paper and pens to make marks and try out some of the letters from their names which develop good writing skills. They confidently explore a wide selection of educational programmes on the computer. Consequently, children are acquiring good skills to support their future learning.

Healthy lifestyles are promoted exceptionally well. Hygiene routines are attentively supported throughout the nursery. Children develop excellent physical skills as they play outdoors several times a day. They join in circle games and balance along the obstacle courses they have created. Indoors, there are opportunities to dance to music and ride on hobby horses as part of the role play provision. Children enjoy well-balanced nutritious meals which are cooked on the premises and bring their own snacks from home. They help themselves to water from water fountains which ensures they are well hydrated. Menus are shared with parents and healthy snack options are promoted. Children's individual preferences are carefully catered for because meals are pureed for babies and solutions to the needs of fussy eaters are found through discussion with parents. Vegetables are grown with the children which provides them with first-hand opportunities to learn about healthy foods. They try out new tastes as they use the cress they have grown to make sandwiches.

Children learn about keeping themselves safe as part of an excellent programme of activities which include a road safety week. They take part in regular fire drills which helps to develop their understanding of the actions to be taken in the event of an emergency. Children behave with courtesy to each other in the nursery. They are keen to help their friends tidy up and develop their independence very well as they clear away their own snack plates. Children are involved finding out about different festivals and cultures throughout the year. They learn to accept differences because staff help them understand the needs of children in their nursery with disabilities as they include them sensitively in their play.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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	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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