

# Hamilton House Nursery

Inspection report for early years provision

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**Unique reference number**

EY235677

**Inspection date**

06/12/2011

**Inspector**

Tara Street

**Setting address**

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**Telephone number**

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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.

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**

Hamilton House Nursery is privately owned and managed. It was registered in 2002 and operates from a large detached victorian property in the Nether edge area of Sheffield. The company owns two other nurseries in the Sheffield area. There is a ramped access to the front of the building providing easy entry to the nursery. Children have access to a secure enclosed outdoor play area. A maximum of 94 children aged from six weeks old to under eight-years-old may attend the nursery at any one time; of these, not more than 30 may be under two-years-old. The nursery is open Monday to Friday from 7am to 7pm all year round apart from bank holidays. The nursery offers holiday play-care to nursery children and the community. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 116 children on roll who are all under eight-years-old. Of these 104 are within the early years age range and of these, 46 are in receipt of funding for early education. The nursery supports children with special educational needs and disabilities and also supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 24 members of staff employed to work with the children on a full and part time basis. Of these, one holds a degree in early years, one holds a foundation degree in early years, five hold a qualification at level 4, 13 hold a qualification at level 3, one holds a qualification at level 2 and three are currently working towards a qualification at level 2, all in early years. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are settled and confident in this inclusive nursery and demonstrate a strong sense of security and belonging. Overall, they are involved in a good range of activities and planned play opportunities, both in and outdoors, which are provided according to their interests. As a result children make good progress in their learning and development and their individual needs are catered for well. Highly effective partnerships with parents, carers and other professionals are a significant factor in consistently supporting children's needs. Well thought out policies and procedures ensure the continued safety of the children. Staff are led well by a management team who demonstrate a good commitment to continuously improving the provision.

## **What steps need to be taken to improve provision further?**

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

- extend the use of assessment in the cycle of planning and review to ensure clear identification of how activities will promote individual children's progress towards the early learning goals
- review routines to maximise opportunities for children to have some independence and control over their learning, both inside and outside, to keep their interest and to develop their creativity
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted well through detailed procedures for recruitment and vetting that ensure the suitability of the staff who care for them. All staff have an up-to-date understanding of safeguarding issues and procedures and the importance of reporting any concerns to the relevant agencies promptly. All required documentation is in place to protect their well-being and support their individual care needs. Annual and ongoing risk assessments are clear and identify any action taken to minimise risks and hazards to children. Children are protected as the well-qualified staff team supervise the children at all times.

The management team gives a high priority to self-evaluation and improvement in the nursery, and ensures that parents, carers and staff are included in this process. Consequently, the manager and staff have a good understanding of their strengths. They successfully recognise areas for development and the plans that are in place to address these demonstrate a positive capacity for continuous improvement. Recommendations raised at the previous inspection have been fully addressed and have led to improved outcomes for the children. Staff are effectively deployed and overall the environment is well resourced. However, routines do not always maximise opportunities for children to have independence and control over their learning, both indoors and outside, to keep their interest and to develop their creativity.

Partnerships with parents and carers are given an extremely high priority in the nursery. Comprehensive settling in visits, newsletters, notice boards and parents questionnaires establishes strong relationships that are continued through extensive ongoing daily contact. In addition parents are encouraged to complete regular 'Home observations sheets' and to support their children in completing the travelling bear's diary. Consequently parents and carers are enthusiastically involved in their own child's care, learning and development from the outset. As a result, children benefit from the significant consistency of care and understanding of their individual needs. The nursery has forged exceptionally effective partnerships with other early years professionals. These significantly enhance the welfare of the children. A good equality and diversity policy outlines a commitment to promoting inclusive practice. All children, including those with special educational needs and disabilities and those who speak English as an additional

language, are valued as individuals and their specific needs catered for well, ensuring that they are fully included.

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

The nursery is very colourful, bright and inviting because children's individual creative art work is displayed for everyone to enjoy. Adults support learning well, enhancing children's ability skilfully. Overall, there is planned, purposeful play and exploration, in and out of doors, with a good balance of adult-led and child-initiated activities. The key persons have good knowledge of the early learning goals and the children receive an enjoyable experience across all areas of learning. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. However, the use of these assessments in the cycle of planning and review, do not always ensure clear identification of how activities will promote individual children's progress towards the early learning goals.

Children develop their mark making skills by using a range of different items such as chalks, paints, water and sand. They thoroughly enjoy a wide range of books that are available in reading corners where they can snuggle up to and listen to stories being read to them by the staff. Children are constantly encouraged to develop their language skills and learn new words by communicating with the staff and their peers. For example, children eagerly discuss the different colours and textures of flour, oil and food colouring when making dough. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. They confidently count how many children are present at snack time and develop their problem solving skills when building with construction materials. Children's creativity is developed as they undertake many craft activities such as cutting and sticking, junk modelling and making Christmas hand print cards. They enjoy exploring objects, such as feathers, leaves, pebbles and cornflakes. Babies and younger children enjoy discovering different sensations when they play with a variety of textured fabrics and materials as well as cooked pasta and gloop. Children enjoy using information communication and technology equipment such as the computer and operate a wide range of battery operated and programmable toys. Such skills ensure they are well prepared for their future success. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources gives positive images of themselves or diversity within society. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality.

All children have good opportunities to adopt healthy lifestyles. They confidently talk about the reasons why they have to wash their hands before snacks, meals and after messy activities. Babies and younger children are effectively supported to follow their own routines for sleeping. Staff encourage children to be active outdoors and to understand the benefits of physical activity. They enjoy the challenge of the climbing bridge and slide and happily splash in puddles before using chalks to write numbers on the floor. They eagerly help care for the

vegetable plot where they have planted marrows, courgettes and daffodils. Freshly prepared snacks and meals provide children with a very good variety of healthy foods that include lots of fresh fruits and vegetables. All children, including babies, feel safe and happy as they enjoy close relationships with the staff. They show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Overall, children benefit from their time spent at this happy nursery.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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