

Hey Days Nursery

Inspection report for early years provision

Unique reference number EY291418
Inspection date 25/11/2011
Inspector Reshma Spafford

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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

Hey Days Nursery was registered in 2004. It is run by a private provider and operates within the grounds of Holmfirth High school, in Holmfirth, Huddersfield. A maximum of 58 children can attend the nursery at any one time, all of whom, may be in the early years age range. The playgroup is open between 7.30am and 6pm, Monday to Friday, throughout the year. Children have access to an outside play area and the school tennis courts.

There are currently 79 children on roll who are within the early years age range. The nursery provides funded early education for three and four year olds. Children come from the local area and neighbouring villages.

The nursery employs 15 members of childcare staff, all of whom, have appropriate early years qualifications. The manager also has a Bachelor of Arts degree in Early Years and the owner is working towards her Early Years Professional Status Qualification. The nursery is a member of the National Day Nurseries Association and has achieved a recognised quality award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The owner, managers and staff provide an extremely warm, caring, safe and innovative, learning environment. Effective monitoring of individual children and the skilful and supportive approach of key persons, enable staff to tailor learning experiences to suit the needs of each child. All children are included and make extremely rapid progress as they explore and learn within a rich, varied and challenging, indoor and outdoor space. Excellent partnerships with parents, outside agencies and well established links with other settings which children attend, ensure consistency in children's welfare and learning. Self-evaluation and an ongoing, high quality improvement plan, promotes reflection and rigorous monitoring, that influences excellent outcomes and very effectively supports sustained improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- Continue to support quality improvement processes in the setting - recognising how these processes can extend effective practice and help improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

The setting promotes children's welfare to an exceptionally high level through the rigorous maintenance of records, policies and procedures, that cover all aspects of the setting. The management have a high commitment to the development of staff through ongoing appraisals and continuous training, that is relevant and successful. All staff are trained in child protection and nine have current first aid certificates. Risk assessments are comprehensive and robust. Children are supervised well at all times. Staff are effectively deployed to the outside area at all times as the nursery offers children free access to outside play.

The nursery has an excellent and vibrant range of resources for outside, as well as indoor play. For example, an innovative and dynamic sensory room has been developed since the last inspection. The environment is exceptionally well organised to support children's learning. Children are able to choose what they would like to play with for themselves, because resources are easily accessible. This means that children are able to thrive and make excellent progress in their learning and development. The nursery has an exceptionally high capacity for improvement, which is demonstrated through the ongoing improvement achieved since the last inspection. Monitoring systems for self-evaluation are extremely effective and the setting takes into account the views of children, parents, staff and other professionals in the process. The setting has achieved a recognised quality award. There is a high quality improvement plan in place which is regularly reviewed and the setting are committed to achieving an even higher award. This includes plans to develop children's physical and concentration skills even further, by offering yoga for the under fives and baby ballet.

Liaison with parents, carers and external agencies is very good, in all aspects and exceptional in some areas. From the start, parents are involved in all areas of their child's development. The effective exchange of information ensures that the unique capabilities of each child are recognised and promoted effectively. Parents express extremely positive opinions of the setting and praise the staff. Inclusive practice is promoted and those children in need of additional support follow individual educational programmes developed in consultation with parents and other professionals. The setting has well established links with specialists and other professionals to develop its practice. For example, the local authority sensory development team were involved in the development of the sensory room. Staff have excellent relationships with feeder schools and other providers that children attend and provide a good range of transition information to them, promoting very positive outcomes for the children.

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

Children really enjoy being in this setting and are familiar and secure in its routines. Younger children and those new to the setting, are able to move freely, safely and confidently around. This is because the highly skilled staff ensure a safe

environment and provide clear boundaries, such as walking, good manners and being kind to friends. They also, ensure the children's safety when using equipment, such as, scissors and when playing outside on the bikes, through helping children to learn about using resources with care. Children are encouraged to respect their space and tidy up. Practitioners make sure that children are aware of danger issues for example, by actively involving them in the outside risk assessments. Road safety is developed through visits to the local community.

Children enjoy a balanced healthy diet and freshly prepared meals and the setting has successfully gained '5 stars' in a healthy eating award. Children's knowledge of healthy food is developed because they grow foods like, carrots, runner beans, tomatoes and pick apples which are cooked for them to taste. Children learn about good hygiene because staff encourage them to follow the meticulous hygiene routines for washing their hands after meals and after visiting the toilet. Children learn about good oral hygiene and they are encouraged to brush their teeth after their main meal. Children have free access to an outdoor play area, which is an excellently resourced playground. They also enjoy running, playing catch, tennis and team games in the school tennis courts. Children enjoy playing on the balancing beams and stepping stones in the 'permaculture' garden. This means that children develop their own awareness of their physical skills and the effects on their body through talking to staff and one another.

Children are making excellent progress towards the early learning goals. Babies are beginning to develop very good skills in exploring their surroundings with real interest. Choice is encouraged and older babies choose the toys that they would like to play with on any one day, by picking a picture from laminated cards. Babies respond and communicate well with adults, by vocalising and through gestures and actions. They enjoy listening to a member of staff playing nursery rhymes on a flute and clap gleefully to the sounds of the music and the staff singing. Staff listen to the older children intently and support their speech, communication and thirst for knowledge, extremely well. Older children learn about numbers, recognise letters and whether it is hot or cold as they change the dates, months and weather on the calendar each day. They learn about linking sounds to letters of the alphabet by choosing and singing songs that start with a given letter. This means that their communication and language skills are promoted. Children attentively listen to stories and look at books, turning the pages to find their favourite picture and talking about what they can see. They receive numerous opportunities to try out their early writing and drawing skills through an excellent selection of materials. They enjoy being able to write and draw wherever they are, both inside or outside as all areas have an excellent selection of resources for them to choose from which includes clipboards.

Children are developing skills for the future with the use of information technology equipment, such as, computers. Children learn about the wider world as they go on visits to the local village, supermarkets and travel agents. Children are helped to understand differences in the society they live in, through a wide range of resources, by talking to staff and completing topic work. For example, a display about the Hindu religion and the associated festivals, enhances children's knowledge of a number of festivals that are celebrated by Hindu's. Children can count up to ten and sing nursery rhymes in French, through learning this with a

member of staff. Children including those who are very young learn to communicate with children who cannot hear through sign language. Children behave well, share and are motivated and responsive to staff. Children make choices and decisions in all areas of the nursery. Exemplary behaviour is reinforced through praise and encouragement. Children are encouraged to work together as a team by collecting treasure beads, which they place in a communal pot. All children receive a treat when the pot is full. Children become independent learners as they serve their own vegetables, clear their own plates and self-register on arrival and when leaving the setting.

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