

Heirs and Graces PDN

Inspection report for early years provision

Unique reference number	323096
Inspection date	28/11/2011
Inspector	Jo Warburton

Setting address	Heirs & Graces Nursery, Heirs and Graces Nursery, The Old School House, Greenfield road, Denton Green, WA10 6SG
Telephone number	01744 451925
Email	
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

Heirs and Graces Private Day Nursery is owned and run by a private partnership. It was registered in 2000 and operates from nine rooms in two buildings. One building is purpose built and the other is converted from a former school. It is situated in the Saint Helens area of Merseyside.

A maximum of 118 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children have access to securely enclosed outdoor play areas. There are currently 152 children aged from birth to five years on roll. Of these, 71 receive funding for nursery education. Children attend on a variety of full and part-time places. The nursery offers an out of school service only in holiday periods. The nursery currently supports children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs 46 staff who work with the children; of whom 43 staff members including the manager hold appropriate early years qualifications at level three or above. Three members of staff are qualified to degree level. The nursery employs five support staff, including two qualified cooks, a cleaner and two handymen. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is led by an energetic, highly-motivated and extremely enthusiastic management team. They embrace the process of self-evaluation and demonstrate a dynamic approach towards continuous improvement. Under this excellent leadership, staff flourish and the commitment to staff development and training is a particular strength. Although partnerships with parents are good, the nursery plans to see this aspect of their work developed further. Staff have detailed understanding of the Early Years Foundation Stage which contributes to the children making excellent progress in their learning and development. Policies and procedures are implemented highly effectively to safeguard and promote children's welfare.

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 further develop partnerships with parents and increase the sharing of information about children's progress.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in this setting. This is because the staff are highly trained and have a substantial knowledge and understanding of their roles and responsibilities. Vetting procedures are particularly robust and ensure that children are cared for by suitable people at all times. Thorough and comprehensive daily risk assessments are carried out on all equipment and areas used by the children. This means that children are able to move freely and safely throughout the setting. The management team provide clear guidance and make very good use of company policies and procedures. Consequently, children are exceptionally well cared for.

The management's commitment to professional development is exemplary and staff show an outstanding personal commitment to their own professional development. Children are therefore immersed in this stimulating learning environment, enjoying all that this dedicated and enthusiastic team of staff have to offer. Staff complete training sessions using the onsite training consultancy to enable them to provide the best opportunities for children. This provides a skilled workforce, making a significant contribution to the children's excellent progress and welfare at the setting. Systems for self-evaluation are highly embedded into the running of the nursery. Action plans are in place and they have a clear vision for the future, striving to continually improve, with the children at the forefront of every decision.

There is a strong sense of consistency and teamwork throughout the whole nursery. The long established staff team work extremely well together. Their top priority is the needs of the children. High ratios of staff are very effectively deployed across the nursery and as a result children are offered consistently high support throughout the day. The high quality environment, both indoors and outdoors, support children's achievement and enjoyment, care and well-being particularly well. A particular strength being the addition of a covered outdoor area allowing children access to a wealth of experience and activities in all weathers.

Practitioners demonstrate good partnership with parents, providing them with detailed daily information verbally and via a diary system. There is an open door policy and parents are welcomed into the setting to discuss their child's progress. Staff complete comprehensive files on the children which allows the parents to see the progress they are making. More formal arrangements for sharing information are being introduced into the setting, and the nursery are keen to develop this further. Parents are very supportive. Typical comments include 'staff are very professional, they listen well and I have every confidence in the setting'.

There is a strong commitment to inclusive practice, ensuring every child can achieve as well as they can, regardless of their ability or background. The setting has excellent links to all the services required to meet the variety of needs of the children who attend, including support from the local authority. The setting is committed to equality and diversity and the policies and procedures reflect this. All

recommendations since the last inspection have been fully addressed.

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

As a result of the excellent planning, children experience an outstanding range of opportunities and activities which enable them to make good progress across all areas of learning. Children are enthusiastic and tenacious in their approach to activities, whilst demonstrating kindness and support to each other in groups. There is a calm and purposeful atmosphere throughout the setting with all children busily on task, whether experimenting with floating and sinking, or digging outside in the soil bed with trowels and flowerpots.

Within this welcoming and vibrant environment, children are highly valued and respected as individuals and their specific needs recognised and met appropriately. They benefit from a superb key worker system and consistently high staff ratios, which ensures they have opportunities to make excellent progress in their all-round development. Children choose between activities and experiences, which are very well matched to their needs and interests. For example, they enjoy pretend baking activities with play dough where they use their skills to cooperate, mix and bake, and also clear up after themselves. These activities are very well managed. Staff are skilled at knowing when to allow children the independence to complete the task themselves, and when to step in and offer support. As a result, children explore every area of learning, problem solve, cooperate, and thoroughly enjoy themselves.

Staff are highly skilled in the Early Years Foundation Stage and have a very good understanding of how children learn, as a result all children are making excellent progress. The key person is responsible for keeping children's developmental records up to date and planning for children. The system for observation, assessment and planning cycle is embedded into daily practice. Focussed and spontaneous observations are recorded and matched to the area of learning and next steps are formulated. High quality planning ensures that children are provided with a balanced programme throughout the day, with a mix of adult-led and child-initiated activities that cover all areas of learning. As a result, children's individual needs are robustly met.

Children's skills in mathematical language are promoted as they make predications about which items will float and sink. Children use activity mats to add play dough legs to a spider's body, counting the legs as they go. Older children have access to a computer and camera. Younger children have access to a wealth of battery operated toys which means that their understanding of everyday technology is developing really well. Children enjoy a range of opportunities to develop mark-making skills and develop their speaking and listening. Younger children chalk enthusiastically on large boards outside, while others retell stories to staff with excitement, using their developing language. Resources and activities, such as, posters, play figures and books, promote children's awareness of the wider world. Children enjoy food tasting sessions as they learn about different countries.

Children are developing an excellent understanding of healthy lifestyles because they are offered a well-balanced diet, with meals cooked each day from fresh ingredients by a qualified cook. Practitioners use positive strategies to help children develop good social skills, behave well and respect each other. Children have ample opportunities to make choices, showing great independence as they self-serve at the rolling snack table and follow rigorous hand washing procedures before eating and after outdoor play. Children happily tidy away their toys, and support each other to complete tasks. The premises are very clean and well maintained and support children's good health, creating a healthy environment. The management team are very committed to promoting healthy lifestyles, following numerous schemes and awards and promote dental hygiene with the 'brush bus scheme'. Outside agencies are brought in to deliver additional exercise programmes on a weekly basis, giving children additional opportunities for physical exercise and understanding how their body works. Children understand why they need to wash their hands before they eat their meals and are encouraged to use tissues when blowing their nose, creating a healthy environment. Daily access to a superior outdoor play area encourages children's physical health and overall learning and development. Children also enjoy going on walks to the local wood area and having visits from the fire brigade, police and road safety team, enhancing the children's knowledge of the world around them.

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	2

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