

Holmsdale Manor Nursery School

Inspection report for early years provision

Unique reference number 223221
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Inspector Emma Spooner

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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

Holmsdale Manor Nursery School opened in 1986 and operates from a converted 17th century listed building and two adjacent properties with access to enclosed garden areas, paddock and a tennis court which are available for outside play. The setting is situated in the village of Ibstock in Leicestershire.

A maximum of 88 children may attend the setting at any one time. It is open each weekday throughout the year, excluding public holidays, from 7.30am to 6pm. There are currently 175 children aged under eight years on roll. The setting provides funded early education for three and four-year-old children. Sessional, full day care, after school and school holiday care are provided. Children come from the local community and nearby towns and villages. The setting has experience of supporting children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs 31 childcare staff, including the registered person, all staff hold appropriate early years qualifications to at least level two. There are two members of staff with Qualified Teacher Status and two with Early Years Professional Status. The setting is a member of the Pre-School Learning Alliance, and the National Association of Private Day Nurseries and benefits from support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive due to the exemplary care they receive within the rich learning environment. All aspects of their welfare and development are promoted to a high standard and consequently children make excellent progress in their learning and development. Partnerships with parents, carers and others involved in the care of the children are excellent and make a significant contribution towards the children's well-being. Children are safe and their individual needs are fully supported by the dedicated, caring staffing team. On-going self-evaluation of the provision incorporates the views of the children, the parents and all staff members and as such, ensures there is a high capacity to maintain continuous 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:

- improve further children's continuous access to outdoor play.

The effectiveness of leadership and management of the early years provision

Children in this nursery are fully safeguarded. This is achieved through rigorous attention to child protection, safety, and robust vetting and recruitment procedures. Staff have all received up-to-date safeguarding training and demonstrate a high level of awareness and understanding. For example, they understand that children often communicate non-verbally and that this can be significant in recognising safeguarding issues. Protocols and practices for referrals are clearly understood and ensure staff are well placed to respond to any issues that may arise. Important information about children, such as collection and living arrangements are gained from parents and notices around the nursery highlight the role all adults play in keeping children protected and safe. Security arrangements are robust and attitudes, policies and everyday practices are highly successful in promoting children's welfare. To enhance children's safety further, all staff attend regular training in relation to safeguarding concerns. Risk assessments are routinely carried out, as are daily checks of the premises. Staff respond quickly to minimise any identified risks, so as to maintain a safe environment for the children.

The nursery's inspirational owner and manager provide exceptional leadership and staff are fully focused on the needs of children. Development planning is aligned to local and national initiatives and those in charge are proactive in seeking out new ways to enhance the quality of the nursery. For example, the development of the 'Forest School' site and the focus on extending further the learning opportunities outdoors. They also seek the views and ideas of parents and children to inform their plans for the future. Outcomes for children are evaluated, monitored and measured and the expertise and skills of a united staff team combine to ensure that a high quality service is provided across the nursery. Staff constantly update their knowledge through training, research and regional networks. For example, one member of staff has been taking part in the literacy based 'REAL Project'. As a result parents have been provided with workshops, developing their knowledge and confidence to support learning at home.

The setting has excellent knowledge and experience of multi-agency working and works hard to develop close links with local schools. This ensures they are able to play their part in ensuring that children receive timely and well-coordinated support, both during their time at the setting and when moving on to school. Transition arrangements are highly effective, with visits from reception teachers and visits to schools ensuring that children and their families are fully supported when it is time to move on to full time education. During the final term at the nursery children take part in school days, wearing their new uniforms and practise getting changed for physical education. Babies who are based in a separate, self-contained building are provided with effective visits to their new rooms with their key person to ensure a smooth transition.

Partnerships with parents are exemplary. Parents are highly complementary about the nursery and highlight the extremely strong bond that exists between nursery and home as one of its key strengths, along with individual feedback about their

child. They talk enthusiastically about the progress their children are making and are appreciative of the nursery's caring and knowledgeable staff. Parents say they feel listened to and respected. Their views are sought regularly through informal conversations and formal evaluations.

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

Children make outstanding progress and show high levels of confidence, self-worth and zest for learning. They are confident, happy, healthy and adventurous which is essential to their future success. Children gain much from the superb range of high-quality learning experiences and resources that spark their imaginations and curiosity. For example, there are wooden blocks inside and out, sand and water areas, reclaimed materials and light boxes to experiment with, as well as hiding dens and comfortable places where they can snuggle up to soft toys. These build on what children know and extend their learning across all areas. Children's progress is continuously observed, monitored and extended. Planning is flexible and based on children's interests. Staff are confident to support and extend children's spontaneous play with skilful questioning and providing appropriate resources. For example, children who enjoy a book about dinosaurs, move on to talking about their features and so the interest table is changed into a dinosaur scene to enable them to create an imaginative story. Children thrive as staff provide exciting contexts for adult-led activities such as learning letters and sounds and using a wide variety of technology including programmable and remote control toys, computers and an interactive whiteboard.

Children show exceptional independence and are eager to take on new challenges. Strong physical skills are built throughout the nursery as children slide, climb, balance and crawl in the nursery gardens. A recently developed sensory area by the artist in residence enables babies to explore on a large scale outdoors. The nursery's own 'Forest School' site and many pets such as the donkey, pony, hens, rabbit and guinea pigs enable children to observe, explore and develop their knowledge about the natural world. They fully immerse themselves in their play as they transport various sizes of logs around the environment to build dens, using their ideas to solve problems for themselves, working at their own pace. Children behave in ways that are safe for themselves and others and the attitude of the staff with regards to risk assessment is key to the children developing an excellent understanding of dangers and how to stay safe.

A rich range of learning experiences fully support children in understanding about the benefits of a healthy lifestyle. Many creative and innovative ways are used to help children grasp complex things; such as how the calcium in milk helps our bones to grow strong. Their daily routine is carefully balanced to ensure they have lots of fresh air, exercise and rest and children enjoy a quiet period after lunch, with many of the younger children recognising the need to go to sleep. Fresh fruit, raw vegetables and other interesting foods are offered at snack time. Lunches are nutritious and freshly prepared on-site by the cook and the nursery has recently gained a Healthy Tots accreditation. Children learn much about food as they help to plant, tend and pick fruit, vegetables and herbs grown in the nursery garden.

Children are taught to be kind, gentle and to share. They can often be seen reminding each other of how to behave and respond very well to gentle prompts from members of staff. Children play well on their own and cooperatively with each other. For example they spend extended lengths of time working as a team to construct an obstacle course across the garden over to the fireman's pole. They enjoy many opportunities to be part of their community with visits from the Fire Brigade and the Police and participate in fundraising events to support local charities. Children enjoy learning about the wider world and have an excellent understanding of diversity respecting their cultural differences. There are many positive images of diversity such as posters, photographs and resources throughout the nursery which children often talk about 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?	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