

Hebden Nursery Ltd

Inspection report for early years provision

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Inspector Ingrid Szczerban

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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

Hebden Nursery Ltd was originally registered in 1994 and registered again at their current premises in 2011. It is privately owned and operates from the Old Methodist Chapel in the village of Burnsall in the Yorkshire Dales. Children are cared for in one room which has designated areas for the different ages attending. The nursery also offers out of school care for children attending the local school. There is a separate sleep room for babies. An enclosed area is available for outdoor play and regular use is made of the nearby school grounds and field.

Opening times are each weekday from 8.30am to 4.30pm all year round, excluding the Christmas period and bank holidays. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 26 children under eight years at any one time, all of whom may be within the early years age group, with no more than six under the age of two years. There are currently 31 children on roll. They are all in the early years age range. The nursery supports children with special educational needs and/or disabilities.

There are seven members of staff, including the registered providers, who act as joint managers. Two of the staff are qualified to Level 3 in childcare and one is a Montessori teacher. One of the managers holds the Early Years Professional Status. Three members of the staff are currently working towards a foundation degree in Early Years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a stimulating environment where children's welfare is effectively supported and promoted. Efficient procedures followed by staff ensure children are safeguarded very well. Overall, children make good progress in their learning and development and greatly enjoy their time at the setting. A positive approach to inclusion ensures children's individual needs are identified and taken into account. Partnerships with parents and other agencies are well established and provide very positive outcomes for children. The setting demonstrates a strong commitment to continuous improvement through continually developing self-evaluation and monitoring systems.

What steps need to be taken to improve provision further?

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

- improve further children's understanding of good oral hygiene.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well because staff have attended training and they follow the good policies and procedures that are in place to help them protect children. For instance, visitors are logged and can be seen by staff via a camera. Furthermore, robust recruitment procedures ensure adults are suitable to work with children. Risk assessments are very thorough and cover all aspects of the setting, including outings to ensure risks to children are minimised. All the required documentation and records that underpin the setting are well maintained. For example, all accidents, including those sustained by children at home, are meticulously recorded.

Effective leadership and management results in a well-skilled and confident staff team, which implements the requirements of the Early Years Foundation Stage well. The staff are deployed effectively to meet the needs of children. Children safely choose their toys and resources, which are all stored at their height, so that they are autonomous and confident. All equipment used by the children is of high quality, suitably challenging and appropriate to their ages and stages of development.

Parents are very much partners in their child's learning. Daily diaries and discussions with parents, as well as free access to their child's development record, builds on the continuity of care and learning for children between the settings. Parents' views are sought and action is taken to accommodate their wishes. This has resulted in the extension of opening times and the introduction of daily diaries. Prior to admission the key person visits children at home to establish good relationships with children and their families and to obtain information about their individual requirements. Superb systems are in place to work effectively with other agencies, such as paediatricians and speech therapists to meet the needs of children with special educational needs and/or disabilities.

Self-evaluation is good and involves the whole of the staff team, parents and children. Improvements have been made, such as the provision of an information table for parents, the introduction of home visits and smoothing transitions for children between home, nursery and school. In addition, ongoing staff training is undertaken. There are also good plans for future development to benefit children, for example, the staff are going to supply a computer for them to use independently.

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

The children make good progress overall in their learning and development and there are effective systems in place to ensure that the six learning areas are consistently covered. Observations and evaluations are made by the children's key person. These include what children are interested in, what they are learning and their next steps for progression. Detailed information is gathered from parents

before children start, so that staff can plan suitable activities for them on admission.

An excellent key person system is established and the wishes and views of children and their parents are given utmost priority at all times, particularly at times of transition. For example, before children begin at the nursery and before they start school the key person lends excellent support and liaises closely with parents, so that the children settle-in well. Children are supremely confident in the nursery and display outstanding social skills. They help each other and work together on problem solving tasks, such as the construction of a train track across the room and around corners. The older children help the younger children to put on coats and shoes and involve them in their play.

The children communicate effectively because the staff encourages the use of language very well through lots of conversation and singing with them. At circle time, as their name is called out each child shakes hands with the member of staff. She takes time to talk with them briefly to acknowledge their home circumstances, such as a poorly sibling and to praise their achievements. This individual attention strengthens children's sense of belonging in the setting, boosts their self-esteem and helps them to learn about each other's lives and to listen to each other. Labelling is prevalent throughout the nursery and so children begin to learn that print carries meaning and to recognise their own names. Many opportunities are provided for children to mark make with a variety of media and so they learn good fine physical and pre-literacy skills.

Healthy, nutritious snacks are given to children, including fresh fruit and wholemeal toast. They have fresh water available to drink at all times. Children enjoy being active. Outdoor play sessions are a daily feature of the routine and supervised risk taking is encouraged. Children climb trees and ride on wheeled toys down a gentle slope. These activities are used by staff to help teach children about keeping safe and assessing risks. Children wash their hands at appropriate times and staff wear plastic aprons to prepare food, in order to prevent the risk of any cross-infections. The staff talk to children about oral hygiene but children do not brush their teeth at the nursery after meal times.

The rural environment is exploited to its maximum potential by the staff to deeply enrich children's first hand experiences of nature and teach them about the world around them. Children learn to identify species of birds and wildlife and the unique sound made by woodpeckers. Staff implement their 'forest schools' training very effectively by arranging days for the children to learn exclusively outdoors. They look at wild flowers, insects and scale natural climbing walls and construct their own obstacle courses from small braches. A myriad of outings are undertaken, for example, to the theatre, castles and a fish farm. The skills of families and friends are requested to provide interesting experiences for children, for instance, children had an Asian visitor, who talked about how she celebrates the Islamic festival of Id-E-Milad. The children enjoyed eating samosas, rice, naan bread and raita and listened as their visitor explaining about the special clothes she wore for the event.

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	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	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	1
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	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