

# Holme Garth Nursery

Inspection report for early years provision

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**Unique reference number** 400081  
**Inspection date** 05/03/2012  
**Inspector** Geoff Dorrity

**Setting address** Holme Garth, Holme Lane, Sutton-in-Craven, KEIGHLEY,  
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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

Holme Garth Nursery is a privately owned setting that has been registered since 1985. The nursery operates from three rooms on the ground floor of a dormer bungalow. It is situated in the village of Sutton-in-Craven, near Keighley. Children have access to an enclosed outdoor play area. Facilities nearby include parks, play areas, a library and schools.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time. The nursery is open five days a week from 8am until 5.30pm all year round.

There are currently 54 children on roll all of whom are in the Early Years Foundation Stage. The setting serves the children within the local and wider community. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who have English as a second language.

There are ten staff who work directly with the children. This includes the manager who is also the registered provider. She is qualified to degree level and has attained the Early Years Professional Status. All other staff hold appropriate early years qualifications to at least level 3. The nursery receives funding for the delivery of the free entitlement to children aged two, three and four. They receive support from the local authority and are members of the National Day Nurseries Association, the Pre-School Learning Alliance and the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children in all areas are at least good. Children make significant progress because they are provided with good quality, individualised care and learning in a stimulating, positive environment. The nursery regularly reviews provision and practice and continuously makes improvements based on this. Generally, relationships with parents, other professionals, and other provision provide children with a consistency which assures their protection and supports their learning. A particular strength observed at the time of the inspection was the quality of interactions between adults and children in the setting.

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

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

- further enhance partnership working with parents to enable greater

- involvement in their child's learning
- support the development of independence skills to enable children to take on more responsibility.

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

There are highly effective strategies at the setting to ensure children are safe. For example, safer recruitment practices are followed and staff have been checked to confirm they are suitable to have close contact with children. All staff know the actions to take if they are concerned about the well-being of a child in their care and have attended safeguarding training. There are comprehensive risk assessments in place that include daily visual checks. Entrances are locked, and checked before children access the outdoor area. Children show they feel safe and secure at the setting. They are taught to keep themselves safe, such as sweeping away spilt sand to avoid accidents. They are not uncomfortable in the presence of strangers, are confident and eagerly get involved in conversations with them.

The nursery is very aware of its strengths and weaknesses. Staff continually look for ways to improve the provision for the children. All recommendations from the previous inspection have been addressed promptly, for instance there is now a detailed risk assessment procedure, recorded for outings. Recent improvements have included the development of a high quality outdoor learning environment. There is a regular improvement focus displayed in each room. Action plans are in place for further developments in all areas of the nursery. The partnership with the local advisory teacher is strong and is used to gain an independent view of the setting. Training for staff is a high priority. This means that children are accessing high quality care and learning.

The setting has established good working relationships with parents. However, this does not fully support parents' effective engagement with their child's learning and development. This has been identified by the nursery as an area for improvement. Robust relationships are established with other provision and professionals involved with the children, such as health visitors and local schools, and contribute well to supporting children's welfare and learning.

An effective equal opportunities policy is implemented and regularly reviewed. This supports staff in delivering individualised support to those children with additional needs or who have English as a second language. Staff work in partnership with other professionals and parents to develop collaborative strategies and resources are supplemented to meet the needs of these children.

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

Children are making good progress in relation to their starting points. Effective planning and a good quality environment cover all areas of learning and the five

outcomes. Staff use their knowledge and skills to accurately observe and assess children so they continuously move on in their learning. Children are appropriately challenged to develop their thinking. For instance in water play they are asked to predict whether colouring will look lighter or darker when mixed. When enjoying the outdoor area, they make a model of a rocket with a telescope using recycled materials. Adult input enables them to improve on their design, so that the telescope is better balanced. Independence is promoted, when playing with dough children collect their own aprons, only distinguished by name, so reinforcing earlier learning. Children discuss their favourite stories and look critically at the illustrations. They talk about how they know from the picture that it is dark. This love of literature is promoted through visits to and from the library. They are inquisitive learners, identify mini-beasts, and bring them indoors to discuss and record trails, shell shapes and patterns. Staff have high quality conversations with the children to reinforce and extend their learning. Children's work is valued and used as learning aides for example instructions of how to make a model caterpillar. Staff consistently praise children for their achievements, so developing their self-esteem. The nursery has developed a language rich, stimulating environment, both indoors and out. There is a focus on using natural materials in all areas of learning. Resources are easily accessed and clearly labelled. This means children are able to thrive and make good progress in their development.

Children demonstrate they feel exceptionally safe. They are confident in the environment and understand the importance of established routines. They feel very secure with staff in the presence of other adults. High standards of behaviour are made explicit by staff and in documentation ensuring children feel safe. The road safety officer and police visit to develop children's understanding of personal safety. Before going out on walks they identify and talk about any risks they may come across. They use this knowledge in their play. When following each other they cause a traffic jam. This is developed by talk of what red and green lights mean when crossing the road. They then play at being the pelican crossing lights. The children use outdoor equipment safely and know the consequences for others for example, when moving planks and large tubes. When entering and exiting the building they know how to open and close doors without causing harm to themselves.

Children are developing a good understanding of healthy lifestyles. Children enjoy physical play in the outdoor environment using natural and recycled materials. They are supported to take risks in balancing on planks and crates. They enjoy regular walks to the park where they feed the chickens, or the river to feed the ducks. They understand that running makes the heart pump faster and that it is good for you. They serve themselves water and healthy snacks and identify which foods are healthy. However, children are less independent at dinner time with meals being served by adults.

Children's ability to make a positive contribution is developing well. Their awareness of other cultures is good. They celebrate festivals from other cultures through food, art and craft, role play, song and stories. Staff send emails and pictures when they are abroad, enabling the children to experience other cultures and follow journeys on maps. Issues of difference are discussed at circle time. Children co-operate well passing resources to each other outdoors, sharing books

in the reading corner and taking turns in games. They show an awareness of the needs of others as older children get gloves and put them on the younger children in readiness for going outside.

Children are well supported to develop skills for the future. Overall their behaviour is very good. They are very confident and know and follow routines, for example when returning to their bases following lunch. They have access to information technology and independently play games and activities on computer.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	1
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