

# The Octagon Nursery

Inspection report for early years provision

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**Unique reference number**

EY311282

**Inspection date**

08/03/2012

**Inspector**

Caroline Basham

**Setting address**

The Octagon, Walker Street, Hull, North Humberside, HU3  
2RA

**Telephone number**

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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**

The Octagon Nursery was registered in 2005 and is situated near to the centre of Kingston Upon Hull. The provision operates from a purpose built building and has three rooms that each have enclosed outdoor play areas. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 65 children at any one time. There are currently 116 children on role. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children with special educational needs are supported and a number of children who speak English as an additional language.

The nursery is open from 7.30am to 6pm Monday to Friday all year around except for public holidays and Christmas week. There are currently 29 members of staff employed, 24 of whom hold appropriate early years qualifications and three are working towards a recognised qualification. There is an Early Years Professional employed to oversee the Early Years Foundation Stage and 4 staff with degree level qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for in very attractive and exceptionally well equipped surroundings where excellent care and learning is delivered. The nursery is very well organised and the highly motivated staff offer exemplary support to children. Positive relationships are greatly promoted which helps individual children make very good progress in relation to their starting points. Safeguarding procedures are highly effective in promoting the welfare of all children. Partnerships with parents and other agencies are exceptional which successfully promote the outcomes for children attending. The highly enthusiastic management team offer staff excellent support and training opportunities and drive forward continuous sustained improvement to the nursery provision based on clear self-evaluation.

## **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 develop the self-evaluation procedure to include the views of children

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

Children are safeguarded and protected exceptionally well in the setting because thorough safeguarding procedures are in place. Security at the nursery is a priority and CCTV and highly effective door security systems are in place. Staff have an exceptional knowledge of local safeguarding procedures and are fully aware of the procedure to be followed should they have concerns about a child. Safeguarding children is given the highest priority and all staff are trained in child protection and first aid. Risk assessments are robust and in place for all areas of the nursery and reviewed regularly. Regular fire evacuation drills are practised and recorded and staff are vigilant in ensuring the safety of children at all times. Children display an excellent knowledge of safety awareness and are fully involved and understand the importance of keeping safe. This means children are able to move freely and safely around the building and are aware about their own and others safety.

Staff display a consistently high knowledge of the Early Years Foundation Stage and use this confidently to support children in their learning. The environment is rich, varied and imaginative and staff are highly motivated and use their skills vibrantly to support children in their learning. A wide range of resources are displayed and stored effectively and are accessible to all children. For example, cupboard doors have been removed to enable their contents to be easily seen and accessed by all children. Clear picture labels are displayed throughout the setting to help and guide the many families who use the provision with English as an additional language. The whole environment enables children to thrive and make excellent progress in their development. The management team continually support and work closely with the large staff team to further improve their provision and further enhance learning opportunities for children. Previous recommendations have been promptly and effectively implemented. For example, children have individual incident record sheets filed confidentially and their starting points and interests are recorded clearly as part of the nursery admissions procedure.

Very close working relationships are formed with parents, carers and outside agencies and useful information about each child is obtained and shared very effectively to enhance all areas of welfare and learning. This means that parent's wishes and children's individual needs are meticulously met. Parents are encouraged to be actively involved in decision making and to make their views known. For example, parents form part of the interview panel when additional new staff are recruited. Satisfaction surveys are distributed and reviewed by management and suggestions implemented to further enhance the provision. A display in the reception area shows a sharing tree where parents complete a leaf with their comments about the setting and staff respond to this by adding an apple stating how the suggestion has been implemented. Children's thoughts and ideas about the setting are starting to be used to enhance self-evaluation procedures. There is a wealth of information in the nursery about how children learn and how parents could support their children at home. Parents add comments to a dream catcher and share their hopes and dreams for their children's futures as they grow. Parents are extremely happy with the care that is provided for their children and

enthusiastically share information about their child's day with key worker members of staff.

Staff offer superb sensitive support to children who have English as an additional language and children with additional needs and or disabilities. Activities and learning experiences are tailored and adapted to ensure each individual can access them fully. The setting has a very effective equal opportunities policy and inclusive practice is promoted exceedingly well. Staff work very closely with other professionals to identify, monitor and promote the development of children with any additional development needs or English as an additional language. This means that the individual needs of all children are exceptionally met and all children are included fully within the setting.

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

Children enjoy their time at the nursery and are interested and greatly engaged in play. They are especially excited by their experiences and particularly enjoy outdoor play. Staff use the interests of the child as being central to the planning and assessment process. They monitor children's engagement and understand how children learn and use the information given to them by parents to help engage children. The setting actively and very successfully uses the 'Every Child a Talker' programme to enhance and develop communication and language opportunities and learning for all children throughout the nursery. The setting provides a warm and welcoming friendly atmosphere and displays photos and posters at child height. Children's development is observed, assessed and monitored extremely effectively in all instances. For example, all staff are involved in monitoring progress through the use of close observations and the use of photographs.

Children learn about the benefits of a healthy lifestyle as antibacterial gel is readily available at the entrance to the nursery. They are taught how to wash their hands from a very young age with close guidance and encouragement from staff. Children enjoy brushing their teeth after their lunch and staff teach them about the importance of healthy teeth and gums. Wholesome freshly made meals are provided, such as vegetable pasta and mince and jacket potatoes. Parents help their children to make choices by selecting their lunch from the daily menus upon arrival. Staff encourage children to learn how to use tools safely. For example, they incorporate real vegetables within the role play kitchen and children are encouraged to cut them under close supervision. Children enjoy free flow play and benefit from exciting very well resourced outdoor play facilities. Children's physical development is significantly enhanced through climbing, running, digging and jumping and the use of large sandpits and the push along resources freely available.

A number of well-resourced, comfortable book areas with good quality books enhance children's enjoyment of stories. Children share quiet times together and know how to handle books correctly and store them on the shelf with respect. Children have access to a very wide range of mark-making opportunities including

the use of paint and chalks outdoors. Endless sensory activities are on offer to children including shaving foam, play dough and activities with soil and flour. This enhances and enables children to explore and experiment and further develops manipulative skills and language development. Children enjoy looking at the giant pet snails they have in each room and talk about caring for the snails and being quiet when the snails are sleeping. All rooms are number rich and very young babies and older children thoroughly enjoy joining in with singing number rhymes. Through role play, music, dancing, play dough, collage and painting activities, children are able to express themselves and this successfully fosters their creativity. Numerous technological experiences and resources are offered and available to all children with computers with large lower case keyboards and mice available. Children enjoy using torches, calculators and a small programmable robot and understand cause and effect type toys. Very young children understand that when a button is pressed a tune will play. This helps to enable children to become active, inquisitive and curious learners and gain good skills in using technology. This means that children are learning outstanding skills for the future.

Children behave extremely well in the setting. This is because all staff set clear boundaries and give very clear explanations that the children understand and can relate to. The children show respect for others and themselves and are kind and considerate to one another. Children present good manners and readily use these during play and at meal times. They develop an outstanding knowledge and understanding of the world as they explore resources, create displays and listen to stories and participate and celebrate in an exceptional range of celebrations and festivals. Children learn about a wide variety of cultures and beliefs and diversity is meticulously promoted throughout the ethos of the nursery.

## 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>	1
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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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