

Heaton Lodge Children's Nursery Ltd

Inspection report for early years provision

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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*.

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Description of the setting

Heaton Lodge Nursery Ltd has been operating for 12 years and was re-registered in 2011 due to its change to a limited company. It operates from six rooms in a converted warehouse in Wortley, Leeds. Children have access to two enclosed outdoor play areas, one of which is for the sole use of children under 16 months. The nursery opens each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 68 children at any one time. There are currently 110 children aged from three months to four years on roll, some in part-time places. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

There are 24 members of staff, the majority of whom hold a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and show a strong sense of belonging and security in the setting. Their welfare is successfully promoted overall as a result of policies and procedures being implemented effectively. A broad range of activities coupled with generally good observation and assessment systems mean that children make good progress towards the early learning goals. Their individual needs are highly considered and exceptionally well met through excellent partnership working with parents and others. This undoubtedly ensures inclusion. There are good systems for self-evaluation in order to target key areas for development, such as the outdoor area, which ensures the continual improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- establish children's starting points in their learning and improve systems to monitor gaps in their learning, to ensure they are fully supported in making optimum progress in all areas of the curriculum
- identify and reduce risks associated with the fencing, and minimise the risk of cross infection with regard to hand washing routines.

The effectiveness of leadership and management of the early years provision

Thorough recruitment, vetting and induction arrangements ensure that children are protected and cared for by adults who are clear about their roles and responsibilities, including the procedures to follow if they have child protection concerns. Risk assessments are effective in identifying and minimising hazards.

Access is closely monitored through a buzzer system, detailed outing forms are completed, radiators are guarded and there are high handles on the doors to prevent children from exiting. Consequently, children stay safe. Outdoor areas are fully enclosed and safe in most aspects, although there is a very small sharp piece of broken fencing. Children are supervised well and babies and toddlers are secured in highchairs to further promote their welfare.

Utmost priority is given to equal opportunities and all families are positively welcomed, with inclusion reinforced in displays. Excellent systems enable parents to share what they know about their children. 'All about me' and 'transition into nursery' forms ask questions about home routines, aspects of development, comforters, favourite things and dislikes. As a result, staff have an exceptional knowledge of each child's background and needs. Unfair discrimination is tackled through the integration of all children, and exemplary steps are taken to ensure high levels of support at an early age for children with special educational needs and/or disabilities. Staff have exceptional links with other professionals, attend reviews and liaise with other settings. They adapt the environment, routines and resources and obtain specialist equipment. Children who use dual language are fully supported through the use of bilingual staff. There are superior systems for exchanging information with parents, such as, through the nursery website and prospectus, newsletters, parents evenings and fun days.

Space, equipment and toys are utilised well and the environment is clearly conducive to learning as it is accessible, bright and welcoming. Staff are deployed appropriately to ensure that qualification requirements and adult-to-child ratios are met. The provider is taking appropriate steps to ensure sustainability. For example, children plant and grow their own food, such as strawberries and herbs, and are taught to look after resources. The provider communicates high expectations to staff about securing improvement. Their input in self-evaluation is valued and they share ideas through team meetings and a suggestion box. External audits are positively welcomed and management spend time directly in the nursery rooms to target weaknesses and build on strengths. Appraisals support the development of staff ensuring adults have up-to-date knowledge of good childcare practices. Parents are actively engaged in making key decisions about the provision and their feedback is highly valued, for example, through questionnaires. Suggestions for improvement, such as the menu, are positively addressed to improve outcomes. Parents express extremely complimentary comments about the service.

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

Children appear happy and settled as a result of effective settling-in programmes, tailored to their individual needs. This continues through well-considered transition arrangements between nursery rooms and other settings where staff complete transition forms and transfer records. A variety of activities are provided through short and medium-term planning, and older children share their own ideas. Children show good levels of interest in their environment, enhanced with artwork, photographs and posters. Babies and young children explore sensory materials in

treasure baskets and investigate shaving foam with intrigue. Older children show great imagination with role play toys, such as dolls, and engage in filling and pouring with water, learning about mathematical concepts. Staff undertake regular observations and profiles reflect next steps planned for the children. However, systems are not fully robust in ensuring children make optimum progress as starting points are not identified and gaps in learning are not fully monitored. Staff involve parents in supporting children's learning, for example, through the home bear and diary scheme, and they can add to children's profiles.

Staff are warm and caring and engage themselves in children's play to support their learning by asking questions and talking about what they are doing. All age groups are encouraged to develop good levels of independence at mealtimes, with older children serving themselves. Babies confidently babble in response to adult conversations during mealtimes and younger children attempt to copy or string words together to form simple sentences. Older children use language for thinking well as they initiate ideas in the home corner. Their early literacy skills are effectively promoted, for example, through the self-registration system, and displays reflect a wide range of activities linking sounds to letters.

Young children have access to simple technology toys which produce sounds or lights when buttons are pressed, and older children are developing good skills in the use of the computer. Children behave well as a result of frequent praise and encouragement and minor incidents are dealt with positively. As the nursery is very diverse, children learn to appreciate and value the similarities and differences between themselves and others. A visit from a guide dog and resources further support children's understanding of diversity, as does their participation in celebrations, such as Ramadan. Parents share their cultural knowledge and children dress up and taste a variety of cuisine. Staff remind children not to run around indoors, helping them learn effectively about staying safe, and they develop further awareness during activities, such as an animal handling workshop.

Children's all-round good health is promoted well overall. They access the garden which is equipped with a variety of resources, including natural materials and equipment. There are planting and growing areas, a pirate ship, in which toddlers practise their climbing skills, water catches and spiral tubing. Children develop confidence in their physical skills further through visits from a dance teacher. A good variety of healthy meals and snacks are provided and individual dietary needs are effectively catered for. Children are encouraged to access their own drinks and they have individually labelled water bottles. Staff model and encourage appropriate hygiene routines overall, although hand washing routines before meals and after nose wiping are inconsistent and do not fully minimise cross infection.

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	1
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	1

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	2
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	2
The extent to which children develop skills for the future	2

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