

Hindsford Day Nursery

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

Hindsford Day Nursery is run by Hindsford Community Link (NW) Limited, which is a registered charity. The provision operates from a purpose built nursery in the Atherton area of Wigan. The provision is open Monday to Friday from 7.45am to 5pm all year round, excluding public holidays and a week over the Christmas period. Children are cared for in designated areas and all have access to secure outdoor play areas.

The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 52 children under eight years may attend the provision at any one time. Of these, no more than 12 children may be under two years old. Currently, there are 78 children on roll, all of whom are in the early years age range. This includes 51 children, who receive funding for free early education. The provision supports children with special educational needs and/or disabilities. There are 16 members of staff, who care for the children. All hold appropriate early years qualifications to level 3. In addition, two staff members have a level 4 qualification and an Early Years Foundation Stage degree and one staff member is currently working towards an Early Years Foundation Stage degree.

The provision holds a quality standard award. They have also been awarded a healthy teeth award and also has a healthy early years setting status. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and learning needs are promoted exceptionally well and are given the highest priority. They make excellent progress in their learning and development and enjoy a wide range of inspiring and challenging activities and experiences. Systems for observing children are highly comprehensive. An exceedingly strong inclusive ethos threads through all aspects of the setting and children are valued as unique individuals. Children's progress is shared highly effectively through superb partnerships with parents and carers and exemplary partnerships with other professionals. Overall, the setting thoroughly uses highly effective self-evaluation and review procedures to ensure that the service is continually improving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the resources in the outdoor area for sensory play.

The effectiveness of leadership and management of the early years provision

All staff ensure the safety and welfare of children is given extremely high priority throughout the setting. Arrangements for safeguarding children are exceptional. The staff are highly skilled in understanding how policies can be practically applied and the importance of this to support positive outcomes for children. Highly effective policies and procedures are reviewed on a regular basis by management and staff to ensure that they continue to meet requirements. The organisation and management of the setting is superb with the focus always being on improving outcomes for children. For example, highly skilled staff ensure that planning is extremely flexible to take into account children's individual needs and track their progress to ensure that they are challenged by activities, which engage and motivate. The staff use the environment and resources with skill, offering a choice of varied and imaginative experiences. Resources are continually being developed to offer children opportunities to access all areas of learning in the indoors and outdoors.

Staff use highly effective self-evaluation systems to constantly monitor their service and achieve the highest standards. This is demonstrated by staff undertaking consultations with children, parents and staff to ensure that the provision is consistently meeting the needs of all who attend. Staff are extremely committed to further training opportunities, which results in a highly effective knowledgeable staff team.

The staff have created a highly stimulating and welcoming environment. All children enthusiastically enter the setting and engage independently with resources. Children are becoming inquisitive learners, asking questions and problem solving across all areas of learning. Indoor and outdoor environments are given equal value and are rich, varied and imaginative. High quality multiple resources are used, which support children's learning and development across all areas. The outdoor area has been significantly enhanced and offers a wide range of quality play experiences. This is now being enhanced further by developing resources. Children relish outdoor play and become engrossed in activities, such as playing in the large sand pit built into the floor, accessing the outdoor classroom, harvesting vegetables that have been grown from seed or playing in the wooden house, which superbly enhances imaginative play.

An equality and diversity policy outlines an excellent commitment to promoting inclusive practice. The staff have a highly comprehensive knowledge and understanding of individual children and as a result, their care and development needs are extremely well met. Children with special educational needs and/or disabilities are exceptionally supported through the staff's knowledge and outstanding liaison with other professionals. Excellent systems are in place to work alongside other professionals to facilitate smooth transitions. Information is shared between all providers, ensuring that the needs of each individual child are always given the highest priority. Partnerships with parents and carers are exemplary. The manager and staff take a lead role in supporting parents, offering newsletters, signposting to other agencies, undertaking consultations to gain their views,

carrying out questionnaires and giving advice and support. Parents are extremely complimentary about the care and service provided.

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

Children enjoy a wide range of stimulating learning experiences. They make excellent progress in their learning and development. The staff know the children exceedingly well, planning activities that take into account individual interests and capabilities. Observations are undertaken regularly, documenting children's achievements and identifying next steps in development. Children show a desire to participate and actively contribute to the running of the setting. For example, children are consulted when environments are developed.

Children are warmly greeted at the door and show a strong sense of security. All children progress in their personal, social and emotional development as staff are highly effective at encouraging children to participate in routines and give consistent encouragement and praise. This promotes self-esteem, builds confidence and promotes communication. The staff provide a wide selection of resources to enhance children's communication, language and literacy skills. For example, children access computers, make their own books, borrow resource bags to take home, read books while sitting in dens under cover and develop early mark-making skills by using water and brushes in the outdoor area to paint the fence. Younger children communicate by pointing and repeating simple words and phrases. Activities are planned and differentiated to support children's individual needs. Concentration skills are well developed as children have purposeful and developmentally appropriate learning opportunities.

Children's creativity is supported through a wide range of role play equipment, creative resources and a good range of media. For example, children dress-up in a range of different cultural dressing-up outfits when celebrating festivals around the world and have multiple role play areas to learn through imaginative play scenarios. All children access the outdoors everyday, becoming interested in the environment by planting seeds and herbs and going on walks within the local area.

The setting is fully committed in supporting children to develop a broad knowledge and understanding of the world. All children are highly valued and engage in a wide range of activities and experiences, which help them to value diversity. For example, children collect donations for harvest festival, take part in charity events, reflect on historical dates, such as Remembrance Sunday, celebrate festivals from other cultures, and use a diverse range of multi-cultural resources. Children's welfare is positively promoted. For example, children are taught how to be safe through ongoing discussions about road safety, stranger awareness, using tools in the kitchen and garden and by taking part in emergency evacuations of the building.

Children take part in physical play sessions, which support them in appreciating the role exercise has in creating a healthy lifestyle. Children discuss muscles, breathing, veins and bones. Snacks and lunches are extremely healthy, offering a

wide choice of fresh produce and healthy options prepared by a well-qualified experienced cook. Babies and younger children's health, physical and dietary needs are exceptionally well met by staff and this supports them being extremely content and settled within the nursery.

Children use recycled materials in their creative work, which allows them to appreciate sustainability and the importance of recycling. All children have a wide range of opportunities to use electronic equipment and programmable toys with great confidence. For example, computer stations, voice recorders, cameras, programmable toys, compact disc player, printers, walkie-talkies, torches and remote control vehicles. The impact of this is that children are effectively supported in developing skills for the future. As a result, children's outcomes are significantly enhanced.

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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