

Hideaway Day Nursery

25a Station Street, Walsall, West Midlands, WS2 9JZ

Inspection date

07/12/2012

Previous inspection date

12/04/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- All practitioners have a secure understanding of how children learn. They make the most of every opportunity to promote children's learning through a broad and well-balanced curriculum.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are settled and secure.
- Resources are easily accessible in all rooms so that children can direct their own learning and there are good opportunities for children to develop their physical skills.
- Children are happy, active and enthusiastic to learn. They behave extremely well and show signs of becoming confident and independent learners.

It is not yet outstanding because

- Monitoring and evaluation is not yet precise enough and sharply focused on assessing the impact of the staffs' practice on children's learning and well-being.
- Strong links are not yet fully established with other settings to fully support children when they attend more than one setting or leave to move on to school.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all play rooms and in the garden.
- The inspector looked at children's records, assessment procedures, policies and procedures.
- The inspector discussed leadership and management of the nursery with the manager.
- The inspector spoke to parents during the inspection.
- The inspector and manager undertook a joint observation of a focused communication activity.
- The inspector examined documentation including a representative sample of children's records and staff suitability records.

Inspector

Jennifer Turner

Full Report

Information about the setting

Hideaway Day Nursery opened in 2001 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a self-contained building close to the centre of Walsall. The provision is laid out over two floors and includes four main rooms with additional space for dining and messy play. Access to the first floor is via stairs. There is a fully enclosed outdoor play area.

The nursery employs 17 staff, the majority of whom hold relevant early years qualifications to Levels 2 and 3. Two staff are working towards a Foundation degree and two senior staff hold Foundation degrees and are working towards a BA Honours degree.

The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 53 children aged from birth to under five years on roll. The nursery supports children with special educational needs and those who speak English as an additional language. The nursery is a member of the National Day Nursery Association and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the monitoring and evaluation system to ensure that it is more consistent and sharply focussed on assessing the impact of staffs' practice on children's learning, development and well-being
- ensure strong links are established with other settings when children leave for school or when they attend more than one setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of the Early Years Foundation Stage and activities are well planned to cover all seven areas of learning. Children make good progress because staff support them well and plan a range of activities that are age and stage appropriate. Staff

frequently observe what children can do and maintain clear records of the progress they are making. They use this information, as well as children's interests, to guide individualised planning and ensure children have plenty of choice and can offer their ideas each day. Staff support children well and reflect on what they do to promote effective learning and ensure teaching focuses on individual children's interests and the next steps in their learning. Effectively planned adult-led learning experiences are used to assess children's progress and this ensures that staff understand what children can do and how to help them learn more.

Children have good opportunities to develop their language and communication skills. Staff ensure babies develop language as they constantly talk to them, repeating words and praising them when they repeat words back. The older children are confident communicators, ask lots of questions and are particularly interested in what the visitor is doing with the computer and why she is there. Children enjoy a wealth of experiences. For example, young children enjoy exploring the properties of paint mixed with sand to create textured Christmas pudding. They show an interest in the effects of making marks, using pens and plastic knives in such things as dried rice and use paintbrushes purposefully, showing good coordination. They enjoy cutting out pictures to send to Santa, signing these with their names and addressing envelopes to, 'number six the North Pole'. There are frequent opportunities for children to access a good range of books. Children handle the books carefully, turning the pages correctly and pointing to the words and objects as they listen to stories read to them, such as 'Pip and Posy'. Children enjoy outdoor play in the garden, using their large physical skills to run, kick balls or climb and slide. Regular outings are also organised within the vicinity to develop children's understanding of the local environment. For example, they visit local shops and Walsall Arboretum.

Babies receive close physical reassurance throughout their daily routine because staff follow their home routines regarding sleeping and eating. Staff sit on the floor, providing familiarity, a reassuring lap and plenty of cuddles for babies when needed. They support children's gradual independence in moving, communicating and exploring toys and play equipment. Babies use their physical skills and developing coordination as they pull themselves up on walkers and push-a-long toys. They are learning about the world around them and gaining a sense of themselves as they investigate sand and jelly. They press buttons on moving toys, such as a fire engine that lights up, and smile at the response generated by their actions. Babies gradually notice themselves in the child height safety mirror; recognising their reflection and watching their actions. Staff talk constantly to babies, describing what they are doing and what they can see; encouraging smiles and excited vocalisation in response.

Staff monitor and record children's starting points and development through discussion with parents detailed in 'My special book', as well as through regular observations. They successfully identify children's next steps and plan activities that will support and interest children as they move forward. Staff use information obtained from parents, for example, about home routines, to provide reassurance and continuity. Parents are encouraged to contribute to their children's development records because staff share reports with them and give them opportunities to share their views. Staff are aware of children who need additional support and those who require further challenge. Good levels of communication helps to meet the needs of children whose first language is not English, for example,

Polish staff translate for them and parents.

The contribution of the early years provision to the well-being of children

Children and babies show a secure sense of belonging because they develop strong bonds with their key persons. Babies demonstrate a feeling of security with staff by cuddling in when they are tired, holding their arms out to be held and responding with smiles. Close relationships and a good exchange of information helps children adjust as they transfer to different groups within the setting. Well supported by 'settling-in' visits in consultation with the wishes of parents, children are well prepared for a change of environment. Staff also help to prepare children for transition to local schools. For example, there are focused sessions where communication skills are developed, children learn to become more independent in dressing themselves and they act out being at school in the role play area. These steps are effective in helping to ease children's move on to the next stage in their learning, although there is room to do more to strengthen the links with other providers in the area, such as local schools or other settings that children may attend.

Regular communication with parents helps develop strong partnerships between all those involved in keeping children safe. The nursery requests information from parents prior to children being cared for in the nursery about care routines, interests and capabilities to ensure that individual needs are known and respected from the outset. Children are helped to take responsibility for their own safety through positive messages provided by adults. For example, they are reminded what might happen if they climb and fall and the dangers of not using scissors safely. The older children learn the rules to keep themselves safe when playing on the climbing equipment in the garden and all children practise fire evacuation procedures regularly so that they can all get out of the building safely.

Children are well nourished because they are provided with a good range of healthy foods at mealtimes and a choice of fruits and vegetables. They learn how to look after their own bodies as they clean their teeth and use flannels to wash their faces and hands. Children demonstrate a developing awareness of their own health and hygiene and know that hand washing will 'stop germs'. The organisation and planning of the nursery environment encourages their independence through routine tasks, such as hand washing. All necessary documentation is in place to promote children's well-being, such as accident and medicine administration records. Good hygiene procedures are in place throughout the nursery. In the baby room, staff wear protective clothing to change nappies to minimise the possibility of cross-infection.

Praise is given freely to all children, ensuring that they develop confidence, self-esteem and understand when they have done something well. Staff give stickers, smile and clap to reward babies. As a result, children understand the need to behave responsibly, use good manners and learn to follow important social skills, such as sharing and taking turns with equipment.

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

Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments, with the assistance of a health and safety company. Staff have undertaken safeguarding training and are confident in procedures to follow if they have any concerns. All policies are displayed around the setting for staff and the policy is made available for parents. Staff closely supervise children when they play and sleep and they record sleep times to share with parents. Parents spoken to at the time of the inspection were extremely complimentary. All felt they were kept very well informed, that their children were happy, content and extremely well supported to settle quickly and be fully involved in all activities and learning experiences.

The manager and her team demonstrate a good commitment to improvement and development. For example, along with other staff the manager has developed her own knowledge by completing an Early Years Foundation Degree. She describes how staff share with each other and cascade information relating to the knowledge and practical skills they have gained from training. The senior management team have responded to meet the changes of the recently revised Early Years Foundation Stage. They have reviewed all policies, procedures, record keeping and documentation leading to the monitoring and tracking of children's development. Improved systems for planning, observation and assessment result in an accurate understanding of all children's skills, abilities and progress.

Annual appraisals are suitably used to identify training needs and staff are keen to attend courses or work towards higher qualifications. The nursery's management acknowledge that monitoring and evaluation of staff performance is still in the early stages of development. Consequently, there is further scope to ensure this is more precise and sharply focused to improve any inconsistencies in practice and make sure that all staff constantly improve their understanding and skills to allow children to thrive and reach their potential. The nursery has successfully addressed the recommendations raised at the last inspection. They ensure regard is given to the views and ideas of children when evaluating activities and staff are more effective in the use of open questioning to support and extend children's thinking and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	258949
Local authority	Walsall
Inspection number	876603

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	53
Name of provider	Judith Karen Jenkins
Date of previous inspection	12/04/2010
Telephone number	01922 628824

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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