

# Shardlow Hall Private Day Nursery

83 London Road, Shardlow, DERBY, DE72 2GP

<b>Inspection date</b>	08/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff provide fun and challenging learning opportunities for children. This helps them to make good all-round progress towards the early learning goals as they become motivated and active learners.
- Children are happy and interested in all that they do because of the strong relationships they have with staff. This results in children making good progress in their personal, social and emotional development.
- Leadership and management are strong and there is a clear motivation to develop the nursery and improve the care and learning for children.
- Staff build good relationships with the parents, listening and acting on their knowledge of their children. This supports the overall development of children.

### It is not yet outstanding because

- Staff provide few opportunities for older early years children to explore and investigate technology, such as using electronic keyboards.
- Staff do not effectively organise the environment to support younger children's independent use of books, to help them understand the pleasure of looking at books.

## 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 held discussions with the manager, deputy and owner of the nursery.
- The inspector observed free play and focused activities, outside play and lunch time.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Shardlow Hall Private Day Nursery was registered in 2012. It operates from three rooms within two buildings in the grounds of Shardlow Hall in Shardlow, in Derbyshire. The nursery serves the local area. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 16 children on roll, of whom, 10 are in the early years age range. The nursery employs seven members of staff. Of these four hold an appropriate childcare qualifications. The nursery provides funded early education for two-, three- and four-year-olds. The nursery 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:**

- encourage children to add to their first-hand experience of the world through improved access to books, other texts and information by, for example, enabling younger children to independently choose books for themselves
- extend older children's opportunities in exploring and investigating the use of more complex technology, for example, by providing a wide range of programmable toys as well as equipment involving information technology.

### **Inspection judgements**

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

Children are making good progress in their learning and development because staff have a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Staff initially seek as much information as possible from parents regarding what they know about their children. They make effective use of guidance, such as Development Matters in the Early Years Foundation Stage, to efficiently observe children's progress and plan their next steps across the seven areas of learning. Planning for each child stems from staff's observations of their interests, play and achievements, all of which are recorded in individual learning profiles. The adult-led planned activities are accurately set at the right level for each child to enable them to enjoy and achieve, consistently, at their own pace. Staff are skilful in providing a balance of adult-led and child-initiated play experiences to engage and motivate children. Children are reaching the expected levels of development. Staff have a thorough understanding of their responsibility in completing the Progress check at age two for children aged between two and three years. These have been successfully implemented and shared with parents so that parents know their child's overall progress and how they can assist their learning at home.

Staff foster children's communication and language well. They get down to the children's level and speak face-to-face with the children. This enables children to see and hear speech clearly and respond to their requests. Children clearly demonstrate good understanding of language. For example, when it is lunch time and staff ask 'Would you like some lunch?', the children stop their play and line up wash their hands. Young children use gesture and emerging language well to express their needs. For example, they point out of the window showing a desire to play outside. Staff ask children many questions and hold purposeful conversations. For example, while playing in the water with the plastic ducks, both children and staff recall their trip out to feed the ducks. They recall collecting the bread from the kitchen, putting on their coats and walking through the woods and fields. There is excitement in their voices clearly demonstrate they enjoyed the experience and are well able to recall the event. Experiences like these thoroughly enhance children's communication and language skills effectively.

Children are physically active each day. They use the outside environment efficiently. They climb, slide and balance using equipment, such as tunnels and tyres with skill and enjoy kicking and throwing balls to each other. Children use sit-and-ride toys well, negotiating the space and direction to avoid collisions. Staff are able to use the garden and grounds of the hall and do so to help the children learn about the nature world and to enable them to explore and investigate. Children use magnifying glasses to search for insects and insects, go on exciting nature walks, watch the sheep move around the fields and help feed the horses and chickens. Consequently, children's understanding of the natural world and physical development are progressing above their expected levels. Children use a range of media, such as paints where they freely use their fingers to make marks in the different textures. Staff provide children with large sheets of paper and children use different types of crayons to explore forming circles and lines. Pre-school aged children recognise their name in print around the room and on their work. They correctly form letters and write their own names. Staff resource the role play area with writing equipment, such as clip boards, paper and pens and children 'write notes' as they play. All these experiences support children's early writing skills very well.

Staff provide floor cushions and a cosy book area for children to use books. There is a wide range of interesting books available. However, in both the baby and toddler rooms, these are stored on high racks and children need to point or ask for the books. This means that children are not being able to freely choose books independently for pleasure. Children develop a good understanding of quantity and measure during baking activities. They weigh and measure ingredients, such as flour and butter. Children explore the changes in texture as the ingredients are mixed together and the changes that occur when put in the hot oven. As children play staff makes them aware of size, colour and shape. For example, they asks children about the colour and shape of the sponge as they print aeroplanes and tractors and count how many they create. This means the children are learning early mathematical skills through everyday experiences and play. Young children explore technology through using some play resources. Babies and toddlers show good levels of concentration as they push buttons on a toy to make it play music and flash colours. However, older early years children have fewer opportunities to explore more complex electronic equipment, such as keyboards or computers to support their individual learning.

Children are well motivated and demonstrate the characteristics of effective learning. For example, maintaining their focus for a period of time, as they place the pieces of a jigsaw together. Children show good handling skills as they manipulate the pieces to complete the puzzle. The staff skilfully encourage the children while not dominating the activity. This allows children time and space for trial and error and they show a sense of achievement when they succeed. Children are enthusiastic and are keen to take part in activities and experiences. Staff have a high level of understanding of how to support children and capture their interest, they are fully aware that children learn through play. Consequently, children are developing the attitudes that help them to develop skills for the future and be ready for school.

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

Staff greet children warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older early years children confidently select their name for self-registration then settle quickly to their chosen activity, chatting happily to their friends. This supports them in developing trusting relationships. All children have a key person who supports them in their learning and care to meet their individual needs. Those that are finding it hard to settle are offered lots of hugs from their key person to help them feel safe and secure. Children demonstrate a strong sense of belonging and their self-esteem is promoted, for example, through appropriate praise and positive reinforcement. Children are happy and relaxed in nursery. They laugh and smile as they sing and play games together. Children form secure attachments with staff because of the affection and care they give them, and because of the effective settling-in period when the children first start at the nursery.

Children show confidence and independence in their personal care from a young age. For example, they make the connection between toileting and hand hygiene, and washing their hands following nappy changes. Children attempt to take off their coats and shoes following outdoor play. All these efforts take a long time, but are positively encouraged by staff, who patiently offer words of support and guidance. Staff give children time and space to try for themselves and to consequently learn and master new skills. This happens across all areas of learning and is a strength in the staff's teaching. Children behave well. They are reminded about behaving in ways that keep them safe, such as, making sure their food is not too hot before eating it and being careful on the large play equipment. Children negotiate and work well together and are keen to take on responsibility. For example, tidying away the toys they are using and helping pour their drink at mealtimes. Staff are mindful of helping children to appreciate their own background and that of other people. Children carry out activities, such as, being involved in a dragon dance and eating noodles to learn about the Chinese New Year. These activities help children to develop an active interest in the world around them.

The nursery provides a welcoming and stimulating environment for children. They choose from a wide range of clean and good quality play materials that support their independence most of the time. There is plenty of space to enable them to explore the resources with enthusiasm and imagination. Children's behaviour is very good. This shows

that they feel safe in the setting and are learning boundaries, such as not running indoors and playing nicely together. Staff also encourage children to learn to share and take turns. Their individual personalities, likes, and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development.

Children are encouraged to adopt healthy lifestyles because staff plan daily activities that promote healthy eating, drinking and regular exercise. Staff are well informed about specific dietary requirements for the children and ensure these are catered for. Children benefit from nutritious meals and snacks which include a wide variety of fresh fruits and vegetables. For example, they enjoy a hearty meal of fish pie, cauliflower and broccoli, followed by a dessert of home-made pineapple pudding and custard. Hygiene routines are robust and help children to understand personal hygiene and its link to their well-being. In addition, staff talk to children about the importance of looking after their teeth. They encourage children to clean their teeth after eating lunch as part of their personal hygiene routine. Staff take every opportunity to incorporate discussions with the children regarding eating for good health at mealtimes. For instance, they discuss the need for drinks throughout the day, and encourage children to try new foods and explain what the vegetables are called. This supports them in making healthy choices and learning about their own well-being. Children are gaining a firm understanding of safety issues. For example, stimulating activities are planned to address their awareness of what to do if you are lost, what to do to cross a road, and the importance of emergency evacuation. For example, they regularly participate in emergency evacuation procedures and become familiar with the routine of looking out for the red and green man when crossing the road when on outings.

Staff foster children's emotional development well, as they are supported with transitions to help them with life changes, such as school. This is because staff liaise with local pre-school groups and schools to promote smooth transitions. Staff have high expectations of children and are aware of their capabilities and pass information onto other settings to aid the children's continuity of care and learning.

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

The owner and manager demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The nursery delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. They have rigorous and effective safeguarding procedures for child protection and recruiting suitable staff. All staff have a secure understanding of the safeguarding and welfare requirements. They know the possible signs of a child at risk of harm and understand fully what to do if they have any concerns. The nursery is safe and secure and effective risk assessments help to reduce hazards. Should children have an accident, they are well cared for, as several staff have kept their first aid training up-to-date. All the required policies, procedures and

documentation are in place. They are regularly reviewed to help ensure that they are up-to-date and protect children.

The management demonstrates good capacity to drive improvement. They use self-evaluation to identify and develop targets for improvement. For example, they have identified the need to make 'weather bags' to take with them on walks around the grounds of the hall and introduce more movement and dance into the educational programmes. These systems take into account the opinions of parents, children and staff and are regularly updated. Management have high expectations and inspire staff in developing their knowledge and skills to promote the learning and development requirements. There are robust procedures in place for recruiting and vetting suitable staff. Professional development is promoted and staff attend a wealth of training, such as 'Safeguarding' and 'Behaviour Management'. This results in staff improving their knowledge to inform practice. Staff are currently working on developing aspects of effective learning, which has a positive impact on children. Regular training is provided for all staff. They are supported as they obtain professional qualifications and have access to regular appraisals, one-to-one review sessions, and team meetings. This results in staff who are knowledgeable and have a secure understanding of the prime and specific areas of learning.

Children's needs are well met through effective partnership with parents. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. As a result, staff enable children to receive the support they need. Parents receive feedback at the end of each session and meet with their children's key person on a termly basis to discuss their child's progress. Parents report that their children are 'settled and happy and that the staff are friendly and really helpful'. There is regular contact with outside agencies that offer their support and expertise so that practitioner skills are further enhanced and they are better placed to support children's wider needs. For example, the local authority advisor and speech and language therapists work regularly with nursery to help improve the learning for the children. There are good partnerships in place with local schools that effectively support children's move to full time education.

### 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
-------	-----------	-------------

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

<b>Unique reference number</b>	EY449317
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	881645
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55



<b>Number of children on roll</b>	16
<b>Name of provider</b>	Shardlow Hall Private Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01332799523

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

