

# High Hopes Day Nursery

Congleton Road, North Rode, MACCLESFIELD, Cheshire, SK11 9JA

## Inspection date

Previous inspection date

01/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| 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

- Children develop a strong self-esteem as they are cared for by staff, who value them highly as unique individuals and recognise the importance of treating children with utmost care and respect.
- The manager's enthusiasm and passion for providing a high quality childcare provision is shared by the staff team. This has been instrumental in the successful implementation of a number of very positive developments and in the increased skills and knowledge of the staff.
- Staff are skilled at adapting and extending activities in response to their perceptive observations of children. Therefore, children have great fun as they play and learn and develop good skills in all areas of learning.

### It is not yet outstanding because

- Close links have not yet been established with all other early years settings that children attend to enable them to share information and further enhance children's already good learning.
- There is scope to take further opportunities to extend children's good understanding of number, counting and estimating during daily routines, such as lunch times and as children engage in the wide range of freely chosen play activities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to children, observed activities in playrooms and outdoor play areas and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider and conducted a joint inspection with the manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

## Inspector

Barbara Wearing

## Full Report

### Information about the setting

High Hopes Day Nursery was registered in 2012. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from two converted farm buildings in the rural area of North Rode, between Congleton and Macclesfield in Cheshire East. Children have access to four playrooms and a sensory room. There are enclosed outside areas available for outdoor play.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including two with level 4 and one with Early Years Professional Status.

The nursery opens Monday to Friday from 7.30am until 6pm, all year round, with the exception of public holidays. Children attend for a variety of sessions. There are currently 41 children attending the nursery, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- build closer links with all other early years settings that children attend to promote sharing of information to further enhance children's learning
- take further opportunities to promote children's skills in number, estimating and calculating. For example, by counting and estimating how many plates are needed at lunch time or as children engage in the range of freely accessible play resources.

## Inspection judgements

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

Accurate and purposeful observations and assessments reflect staffs' good knowledge and understanding of their key children, the 'Development Matters in the Early Years Foundation Stage' guidance and how children learn. This enables them to plan a wide range of stimulating activities and support to promote children's good progress in all areas of learning from their individual starting points. Staff recognise the importance of sharing information with parents regarding their children's learning and experiences at home and nursery. This is achieved in a variety of ways, including daily discussions, daily diary sheets and taking home reading books or 'Curly' the bear. Learning journeys are regularly

shared and staff and parents identify next steps in children's learning and discuss how these can be encouraged at home and nursery. Parents are involved in completing the progress checks at age two years and these, together with regular tracking of children's progress, ensure that any gaps in their learning are identified. Therefore, parents and staff work closely together to support and enhance children's learning at home and nursery.

Children are supported well by staff, who are skilled at extending and adapting activities in response to their interests. Therefore, they are fully involved in their play throughout the day and have great fun as they learn and develop good skills for the next stage in their learning, including school. A group of two-year-old children greatly enjoy playing in the water. Staff encourage them to add objects that begin with different letter sounds and asks them about the size and weight of different objects as they throw them in the water and observe whether they make a big or a small splash. They shriek with delight as they splash water. Staff recognise their pleasure and ask if they would like to paddle in the water and children eagerly respond 'yes' and are supported in taking off their socks and shoes. As one child crouches down to splash with hands, staff allow them to sit in the water in their nappies. During this fun activity, staff skilfully follow children's lead and take opportunities to enable them to make choices. They explore the water using their whole body, develop their understanding of size and weight and develops their language as they talk about their experiences.

Children become confident and expert communicators. Staff working with young children are highly sensitive to their verbal and non-verbal communications. They extend and encourage children's language as they provide commentary on their play, ask simple questions and model language well. Older children construct complex sentences and demonstrate great imaginations as they engage in role play. A child asks their friend 'shall I read you a story baby?' as they play in the home area. The friend replies 'I am not a baby' and so they explain that they are 'just pretending'. A range of role play resources encourage boys and girls to engage in imaginative play. Girls and boys both enjoy fixing cars using various resources that are provided in the area of the room that has been made into a mechanic's garage.

All staff give children a great deal of freedom to allow them to thoroughly explore a wide range of resources and media. These help them to develop their sense of awe and wonder in the world around them and their expressive arts and design skills. One- and two-year-old children greatly enjoy exploring paint. They study it intently and develop control of their small muscles as they gather paint on their brush and squeeze it out. They paint on paper, their faces and their own and staff hands. A group of older children busily dig on the grassed area and are thrilled as they find worms and bugs that they study using magnifying glasses.

Children of all ages greatly enjoy many opportunities throughout the day to play outdoors. They develop good physical skills as they run, climb, crawl through and over equipment, swing and slide and ride bikes. As part of May Day celebrations, children use ribbons and dance around the maypole. Children learn about this and other celebrations and festivals, such as Chinese New Year. They learn about lifestyles of people from other parts of the world. For example, older children spent time during a recent charity event learning about a child, who lives in Kenya. They talked about where they lived and became interested in

measuring when they made a reconstruction of their house. Staff embraced children's interests by planning an activity for children to use rulers to measure and draw lines on paper. They talk about longest and shortest and identify that the rulers are both the same length. Staff support children's understanding of number and skills in calculating using resources that they count and sort. They take some opportunities to extend this in response to children's comments. For example, as a child states that eight is older than seven. However, opportunities to enhance children's good counting, calculating or estimating skills are not always maximised during routine times or in response to children's comments during play. Young children learn about shape as they concentrate on fitting the correct shapes onto the turtles' backs in the water play. Staff praise their achievements and encourage them to name shapes. They are then thrilled as staff discover they can squirt water from the turtles and eagerly mimic her actions and giggle as they succeed.

Children develop good literacy skills and enjoy sharing their favourite books with staff. They look at books that promote their understanding of rhymes and take books home from nursery to share with their parents. Children identify letters from their name and some children can write their own names. They access a range of resources in various areas of the indoor and outside play areas that allow them to practise and develop their good skills in recognising letters, linking letters to sounds and writing.

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

Children are confident and demonstrate a strong sense of belonging in the warm and friendly nursery environment. Staff have a very positive and gentle approach to behaviour management. This demonstrates their good understanding of child development and different learning styles and allows children to have fun and explore within appropriate boundaries. Children receive lots of praise and encouragement and staff skilfully distract them or engage them in activities to prevent unwanted behaviour.

Children build strong bonds with staff and other children within their group rooms, particularly their key person. Staff are deployed thoughtfully throughout the day to ensure consistency for children and parents. This supports children well as they are welcomed into the nursery by familiar staff each day and ensures that any necessary information is shared freely between staff and parents. Staff work closely with parents to ensure that they have a good knowledge of children's individual needs and to support their smooth transition to nursery, to different rooms within the nursery and to school. As children feel secure, they quickly develop high levels of confidence. They become independent as they explore the good range of stimulating toys and resources on offer to them throughout the day, both indoors and outside.

Healthy lifestyles are promoted well as children benefit from regular opportunities to play in the fresh air and engage in physical exercise. Children enjoy healthy meals and snacks, which are freshly prepared by the full-time chef and develop independence in their personal hygiene routines. They have welcomed visitors into the nursery, who have taught children about dental health and staff routinely remind them of the importance of hand washing. Staff take many opportunities to ensure that children develop skills to keep

themselves safe. They talk about possible hazards and learn to use tools and equipment safely, such as, climbing apparatus, swings, garden tools and scissors. As children have many opportunities to make choices and voice their views, they are assertive and aware of their own and others' rights. For example, they remind each other not to snatch toys and seek out support from staff when learning to take turns.

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

Rigorous processes for self-evaluation ensure that the manager has a clear insight into the strengths and areas for development within the nursery. She seeks the views of children, staff, parents and the local authority and spends time throughout the week observing staff practice, daily routines and the quality of the early years provision. The manager looks at children's learning journeys on a weekly basis to ensure that the observations and assessments are accurate and up to date and are used effectively to plan exciting and challenging experiences. Comprehensive action plans demonstrate her high expectations, determination and strong capacity to continually improve the good quality nursery provision.

Staff are highly valued by the management team, who have worked hard to foster a culture where they recognise the importance of reflecting on the quality of their practice. They feel safe to approach the manager for her expert advice and guidance and are highly motivated to continually improve their knowledge and skills and the nursery provision. This has led to many positive developments within the nursery and a shared ethos that children's needs and enjoyment are a priority at all times. All staff show a strong sense of pride and enjoyment in their work with children and in the recent improvements, which they have achieved within the nursery. Staff are encouraged and supported to further their skills through attending training and gaining further qualifications.

A high priority is given to promoting children's safety and well-being. Robust recruitment, vetting and induction procedures are followed to ensure that staff are suitable and have the required qualifications and skills to care for children. Staff work in line with comprehensive policies and procedures that support children's welfare. Risk assessments are conducted routinely and ensure that any hazards are quickly identified and prompt action is taken to reduce the risk of accidental injury. Staff have a good knowledge and understanding of their responsibilities to ensure that children are protected from the risk of abuse or neglect. They are confident of when and how they should report concerns to their manager or provider and of their duty to refer to the relevant agencies if necessary.

The manager is aware of the importance of working with other professionals to support children in their learning and is building links with local schools to support children's transitions. However, few links have yet been established with other early years settings that children attend. Therefore, opportunities to share knowledge of children to fully enhance or extend the learning that they have enjoyed at each setting are not maximised.

Views of parents are sought regularly and feedback is very positive. They particularly enjoyed a recent parents' evening, which increased their understanding of how much

children benefit and learn from their time at nursery. Children find staff approachable and appreciate the warm and caring nursery environment.

### **The Childcare Register**

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|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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 action. 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>     | EY455911                 |
| <b>Local authority</b>             | Cheshire East            |
| <b>Inspection number</b>           | 894669                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 80                       |
| <b>Number of children on roll</b>  | 41                       |
| <b>Name of provider</b>            | High Hopes Nurseries Ltd |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 01260 223 745            |

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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, which are usually the childminder's 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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