

Horn End Nursery

Lammascote Road, Stafford, Staffordshire, ST16 3TA

Inspection date	05/08/2013
Previous inspection date	13/09/2011

The quality and standards of the early years provision	This inspection:	
	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

- The environment outdoors is carefully planned and the good outcomes in children's education are clearly attributed to the wealth of resources and experiences on offer.
- Staff place a clear emphasis on fostering the children's personal, social and emotional development. Consequently, staff provide a caring environment and are sensitive and responsive to the children's needs, feelings and interests.
- Highly positive relationships with parents and carers mean they are involved in supporting their children's learning in many ways. This significantly contributes to supporting their children's learning and development and readiness for school.
- The confident leadership team are creative in their approach and offer good support to the enthusiastic staff team to secure and sustain improvements.

It is not yet outstanding because

- Staff do not always allow children enough time to talk and think during activities or consistently introduce and reinforce new vocabulary and concepts during their play, to further enhance their communication and language.
- There is scope to further develop the deployment of staff during times when children are able to move freely between indoor and outdoor play, to support children to more fully explore the exciting resources available, to further enhance learning and supervision.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
The inspector held a meeting with the registered person, deputy and manager of one of the other nurseries owned by the company and conducted a joint observation with the deputy manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working at the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and from feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Horn End Nursery opened in 2002 and is one of three nurseries run by the proprietor. It operates in a single storey building situated close to the centre of Stafford, Staffordshire. All children share access to an enclosed outdoor play area. The nursery serves the local and surrounding areas.

There are currently 165 children on roll, all of whom are in the early years age group. The nursery is registered on the Early Years Register. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. The nursery is open each weekday from 7.30am to 6pm all year round.

The nursery employs 28 staff. Of these one holds the Early Years Professional Status, one holds a qualification at level 4 in early years, 24 hold a qualification at level 3, and two hold a qualification at level 2 and are working towards a qualification at level 3. 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:

- allow children more time to talk and think during activities and more consistently introduce and reinforce new vocabulary and concepts during their play, to further enhance their communication and language
- develop further the deployment of staff during times when children are able to move freely between indoor and outdoor play to support children to more fully explore the exciting resources available, to further enhance learning and supervision.

Inspection judgements

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

Staff provide challenging, playful opportunities across all areas of learning and development, which result in children making good progress from their starting points. For example, those who speak English as an additional language are fully integrated and valued because staff work well with parents and carers to learn key words in their first language to help them settle. Secure ongoing assessments of the children's progress are

used well by staff to understand children's needs, and plan an interesting range of activities to support and extend their learning. Consequently, children display good levels of independence, curiosity, imagination and concentration. Parents and carers contribute well to the children's developmental assessments and in addition, the 'Memory maker' books provide photographic evidence of children's achievements and interests to share with them.

All children are happy, confident and settle easily into activities. Staff encourage children to share their interests and ideas, which are used well in the planning of activities. This results in children showing sustained levels of interest and enjoyment in what is provided.

Children's communication and language is supported well through purposeful play and interactions. For example, children have good opportunities for discussion, such as during circle time, story sessions and discussions during play. For example, 'Chatter Bags' are provided for each child and they are used by parents and carers to help their children collect items of interest from home and used by the staff to encourage children to talk about what they have brought to nursery. Consequently, often discussions and interactions are purposeful as staff introduce new ideas and ask open and challenging questions, to make children think. However, all staff do not allow children enough time to talk and think during activities and they do not consistently introduce and reinforce new vocabulary and concepts during children's play, to further enhance their communication and language. Staff caring for babies give good attention to babies and use their voice and touch to communicate with them. All staff use songs, musical instruments and puppets throughout the day to capture children's interests and increase their language.

Outdoor play provides excellent opportunities for children to test and extend their physical skills and offers meaningful planned, purposeful play and exploration. For example, all children, including mobile babies, have the freedom to use a challenging range of physical play equipment. Indoors, younger babies have good opportunities to lie, sit and stretch in a safe environment. In addition, children benefit from weekly music and movement sessions conducted by external physical education coaches.

Supporting the children's understanding of the world is a key strength. There is an abundance of good first-hand experiences on offer outdoors, resulting in children that are active and creative learners. For example, children show a keen interest in their natural environment as they look for insects, pick flowers and learn to care for plants and the nursery snails. The development of a mud kitchen, which includes actual kitchen appliances, such as a microwave, cooker and pots and pans, is popular with the children. It is used well to encourage children to be imaginative and to consider texture, such as when water is added to soil. Staff provide a good range of natural resources, indoors, for children to use during their play. For example, shells, fir cones, bark, branches and logs are made widely available for children to use, such as in the water and sand. Children have good opportunities to learn about their local environment through regular visits, such as to the local town, park, library, art gallery, pet shop, farm and garden centre.

Staff provide a good range of resources for older and more able children to build secure foundations for early literacy. For example, staff place a good emphasis on reinforcing the initial sound of words which helps foster a fondness for rhyming. Many children know print

carries meaning as they make sense of simple and familiar words and recognise their own and others' names during registration. Staff successfully incorporate opportunities for children to make marks as they play both indoors and outdoors. For example, older children busily draw pictures at the table as others are busy at the easel painting. Clip boards, chalk boards and white boards are made easily available for children to use in their play.

Children's mathematical development is supported well. Staff have attended training on the use of blocks and construction toys in extending children's learning and use this well as a base to introduce a variety of items for children to build with. The construction areas are inviting and provide a good range of resources. For example, dinosaurs, play people and cars are incorporated well with construction toys to capture their interests and encourage them to build and problem solve. Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and numbers during their play, and natural resources are used well to encourage children to consider such concepts. Outdoors, staff provide good opportunities for children to consider what will happen next and why. For example, as children use the 'water maze'; an area created for children to pour water down various funnels and tubing.

All children use a good range of art and craft materials as they freely use the paints and make collages using a variety of interesting materials. Staff provide daily opportunities for children to freely use resources such as sand, water, flour mixed with water, pasta, jelly and ice. Consequently, children learn to use their senses to explore and investigate as they play. Outdoors, the 'builders yard' and 'fairy tent' offer good opportunities for children to increase their imagination and ideas. Indoors the role-play areas are regularly changed, to capture and maintain the children's curiosity and interests.

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

Parents, carers and their children are warmly welcomed into a bright environment. The assigned key person system is well embedded and therefore children's personal, social and emotional development is fostered very well. Staff know each of the children's backgrounds and are sensitive and responsive to their care needs. For example, all parents and carers are encouraged to create a 'special box', which includes familiar items from home, such as photographs, comfort items, books and toys. All children, including babies, form close attachments with their assigned key person and familiar staff and show a real sense belonging.

Children are well behaved and all staff clearly understand the behaviour management policy and how to implement it. They use positive strategies to reinforce acceptable behaviour and are consistent in their approach. Staff place a clear emphasis on children learning how to stay safe and improving their health, such as through regular visits from the police, fire brigade, dentist and opticians.

Meals and snacks are freshly prepared on the premises and are varied, healthy and nutritious. Staff and children adopt effective hygiene practices to prevent the spread of infection, such as during nappy changing or while administering first aid. Medication and

accident requirements are met to secure the children's health and well-being.

The required staff ratios are maintained at all times and space requirements met, consequently, children move safely and freely in their environment. Resources are of a good quality, safe and suitable and well maintained by the staff team to offer rich learning opportunities for children. However, on occasions during the free-flow of indoor and outdoor play, staff do not fully supervise and encourage all children to fully explore the exciting range of resources available, to further enhance opportunities and learning.

Children benefit from a tailored settling-in process according to their individual needs when they first start and when they are ready to move rooms. Staff place a good emphasis on preparing children for school as they work with the local and surrounding schools to share information and arrange visits, to help children become familiar with the school staff and environment.

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

The leadership and management team consists of the registered person, manager, deputy, the room leaders and the third in charge who work well in ensuring the smooth running of the nursery. In addition, they meet monthly with managers from the other nurseries in the company to share and extend practice. Since the last inspection there are five new staff who are supported well by the existing staff team and managers to increase their skills and knowledge, such as through peer on peer observations and regular individual supervision and appraisals. There are good systems in place to monitor the success of the educational programmes and children's learning and development. For example, senior staff conduct regular observations of the rooms and staff practice and carry out audits of children's assessment files to identify any areas for further improvement and consistency.

The registered person, manager and deputy are clearly well qualified and experienced and show a strong commitment to seek improvement and continually enhance practice. For example, good progress has been secured since the last inspection and the development plan for the next 12 months is accurate, realistic and challenging. For example, there are effective risk assessments in place, which identify aspects of the environment that need to be checked on a regular basis. In addition, resources are more easily accessible to children, which allows more choice and staff plan a clearer learning intention for activities, to help further extend children's learning.

Effective recruitment, vetting and induction procedures ensure staff are suitable and clear about their roles and responsibilities. For example, all staff receive an induction and their ongoing performance is monitored. Staff have a secure understanding of child protection issues and the procedure to follow in the event of safeguarding concerns to help secure the children's welfare.

The nursery is highly committed to working in partnership with parents and carers for the benefit of the children. A detailed prospectus, website, well-used notice boards and

correspondence through emails and social networking sites ensure parents and carers are kept very well informed about the nursery and its educational curriculum. Feedback from parents' and carers' satisfaction surveys clearly demonstrate they are happy with the service provided. In addition, parents and carers spoken to on the day of the inspection are positive about the quality of care provided. 'Stay and play' sessions and special events, such as 'Dad den making day', 'Blooming tea party' and 'Grandparents' day', are becoming increasingly popular and actively involve parents and carers in their children's learning and nursery life.

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

Unique reference number	EY217093
Local authority	Staffordshire
Inspection number	915030
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	165
Name of provider	Deborah Elizabeth Barton
Date of previous inspection	13/09/2011
Telephone number	01785 609699

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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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