

Hucknall Day Nursery

100 Nottingham Road, Hucknall, NOTTINGHAM, Nottinghamshire, NG15 7QE

Inspection date	04/09/2013
Previous inspection date	26/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 form secure emotional attachments to practitioners. Consequently, they are happy, confident and content.
- Children make good progress in their learning and development. This is because all practitioners have a thorough understanding of the Early Years Foundation Stage and how children learn.
- There is a good two-way flow of information between parents and the nursery to support children's continuity in learning. For example, parents receive updates about their child's learning and are given practical ideas about how they can help and extend it further at home.
- Babies and children spend plenty of time in the large outdoor area. This means they are supported to develop healthy lifestyles.

It is not yet outstanding because

- Children's rapidly growing independence and self-help skills are not always fully promoted, as opportunities for them to serve their own meals and pour their own drinks are not always available.
- There is scope to further develop children's very good knowledge and understanding of diversity, for example, through providing more resources that reflect their similarities and differences.

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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner-manager, deputy manager, children and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

The Hucknall Day Nursery was registered in 1995 and is on the Early Years Register. It is situated in a converted single-storey building in the Hucknall area of Nottinghamshire and has a large area available for outside play and learning. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two have qualifications at level 2.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending who are in the early years age group. The nursery provides funded early education for two-, 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:

- extend opportunities for children to further develop growing independence and self-help skills, for example, by encouraging them to serve their own meals, pour their own drinks and wipe their own faces, hands and noses

- increase opportunities for children to learn about the similarities and differences between themselves and others, for example, by making books about the children's families and celebrations and displaying photographs at child-height around the nursery.

Inspection judgements

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

Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development. They make accurate observations of children's learning and record them in their individual development files. Practitioners then complete a thorough assessment of each child's learning every eight weeks so they can carefully target their next steps. Practitioners working with the youngest children concentrate on their prime areas of learning. This is because they recognise that these are the areas that form the foundations for children's future learning. The observations and assessments demonstrate that children are making good progress towards the early learning goals and

are learning a good range of skills in readiness for school. Parents are involved in their children's learning and are regularly updated about their progress. For example, practitioners share the children's assessments with them every eight weeks. They also share practical and achievable ideas with parents about how they can extend their children's learning at home.

Practitioners join in with children as they play with wild animal figures. They help them to develop their understanding of the world by discussing where the animals would live in the wild and what they might eat. Practitioners are good at following children's lead in their learning and this means they are motivated to learn. For example, when they suggest the children can make somewhere for the animals to live, the children become engaged for an extended period, creating the new environment. They develop a range of skills as they use a variety of tools and discuss ways they can attach the different materials together. They learn about the properties of the different media, and also about time as they wait for the glue to dry. Some resources and activities are used to develop children's awareness of diversity and the wider world. However, there is scope to improve the range of books and photographs, which represent children's diverse backgrounds and physical characteristics, so that they learn to appreciate and value each other's similarities and differences. Children learn to use technology as practitioners show them how to turn on the compact disc player and talk to them about replacing the batteries of electronic toys to make them work again.

Children in the toddler room participate well and are thoroughly engaged in a group activity. This is because practitioners use a 'special box' covered in a sparkly drape to ignite their curiosity. Children take it in turns to choose a voile bag from the box and discover what is inside it, then they decide together what song the object is from. They enjoy singing the songs and join in with the words and actions because practitioners sing along with them and show them what to do. The activity particularly develops their language and communication skills. They also sing counting songs and rhymes, which help them develop their early counting skills. Practitioners also extend children's mathematical language, for example, they talk about filling and emptying the buckets in the sand.

Outside, children develop their physical skills as they roll tyres to each other and play with bats and balls. Practitioners support them to develop new skills by explaining how they need to 'keep their eye on the ball' and by counting up to three before they throw the ball to them. Children persevere in their learning because practitioners praise their efforts by saying 'you're getting good at this'. Babies have lots of space to practise their physical skills and practitioners provide push along toys to help them develop their walking skills. Children develop their imagination as they play with the train track and wild animals. They also play in the beach area that practitioners have created because of the children's interest in holidays over the summer period. Children have sent postcards from their holidays and practitioners have displayed them in the area.

Children are developing a love of books and enjoy sharing them with practitioners and reading them independently. They have favourites and return to them often, turning the pages independently and lifting the flaps. Children are given plenty of opportunities to make marks, for example, they move their fingers through the shaving foam and look at the patterns they make. They have access to pens and paper in all rooms and older

children can write their own names and sound the letters as they write them. These opportunities and activities mean that children are gaining useful skills for when they move to school.

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

Practitioners greet children warmly on arrival and children settle well and play happily, showing they are secure in the setting. Practitioners are good at finding something children enjoy doing if they are a little unsettled, and they are soon happily engaged in the activities. Children have good attachments with practitioners because there is a good key person system in place. Practitioners take time to get to know children before they start at nursery. They find out about their preferences and needs from the children's parents during settling-in visits. This means children's needs are well met from the beginning and they are confident and self-assured. Children are well prepared for moving rooms in the nursery because they have lots of visits before they move to the next one. They are also supported for their move to school because practitioners read stories about starting school and talk to them about where they will be moving to. The manager also attends meetings with teachers from local schools and shares copies of children's assessment records with them. This helps reassure the children about the next steps in their learning and means the teachers get to know about children's personalities and needs.

Children are becoming independent as they take themselves to the toilet and wash their own hands afterwards. Additionally, they are given time to put on their own shoes. However, opportunities for children to be fully independent and develop their self-help skills are not always fully utilised. For example, practitioners do not always provide opportunities for children to serve their own food and pour their own drinks at snack and mealtimes. In addition, practitioners wipe children's hands and noses for them instead of supporting them to try and do it themselves. Children are learning to be active and understand the benefits of physical activity as they have access to a very large outdoor area. Children are provided with healthy meals and snacks prepared in the nursery kitchen, which has recently gained five stars for hygiene from the environmental health department.

Children's behaviour is supported well and they are learning to keep themselves safe because practitioners have consistent boundaries in place. The older children have made 'promises' about how they will behave in nursery and these promises are displayed on the wall in the quiet room. For example, 'we will share' and 'we will walk in nursery'. Practitioners allow children to take manageable risks in their play, for example, riding bikes down a slope and climbing on the play equipment.

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

Children are safeguarded well in the nursery because practitioners have a good understanding of the safeguarding procedures and have all received appropriate child protection training. Children's safety is given high priority in the nursery and practitioners carry out regular checks on the environment to make sure it is safe for the children. Although, the nursery has not needed to recruit new practitioners for some time there are good procedures in place for recruitment and checking the suitability of them if the need arises. All practitioners are given regular appraisals and the owner works with them to identify additional training needs. Practitioners attend a variety of training courses and use their new knowledge to enhance the range of activities available for the children.

Practitioners have a secure knowledge of how children learn so they can plan stimulating and challenging experiences for their key children. There is a good overview of the children's progress towards the early learning goals because practitioners complete a development review of each child every eight weeks. Room leaders then collate this information to track children's progress across each age group. They use effective tools to help them do this, such as the 'Every Child a Talker' monitoring form for language development. This means they can effectively identify any gaps in children's learning and make any necessary changes to planning to make sure children reach their full potential. Practitioners also know what to do if a child needs extra support with their learning. They work closely with the local authority workers who come into the setting to spend time with children needing extra help with their speech and language development. They also extend children's learning further by carrying out activities suggested by these support workers.

Partnerships with other settings that children also attend are good. This is because the manager liaises with them regularly and shares children's progress reviews and development folders with them. This means there is continuity in the children's learning. Partnership with parents is effective and parents speak very highly of the setting, saying it has a strong 'family' feel to it. Parents are provided with plenty of information about the setting on the parent's notice board and through monthly newsletters. In addition, they are asked to contribute their ideas for improving the setting by completing questionnaires and putting comments in the suggestion box. The manager also works in partnership with practitioners and support workers from the local authority to inform priorities for improvement. For example, they have recently introduced resource boxes to support outside play and learning.

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 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	258596
Local authority	Nottinghamshire
Inspection number	909300
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	52
Name of provider	Elizabeth Anne Alexandra Smith
Date of previous inspection	26/04/2010
Telephone number	0115 9680797

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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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