

# Hideaway Day Nursery

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

<b>Inspection date</b>	26/09/2013
Previous inspection date	07/12/2012

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

- Staff work well together to plan worthwhile activities in which children make good progress.
- Children become settled and secure, as the caring staff place high importance on their health and well-being in the family environment of the nursery.
- Children are safe, as staff implement detailed and effective safeguarding policies and procedures.
- Effective monitoring and evaluation of staff performance and regular training ensures that teaching and planning are good.

### It is not yet outstanding because

- Resources in the toddler room and outside are not as rich and stimulating in their variety as other rooms, which does not help them maximise their learning experiences.
- Staff do not always act quickly enough to address the identified improvements, so some children are unable to extend their already high levels of achievement even further in some areas.
- There is more scope to fully involve all parents in children's learning and to encourage them to share information more regularly.

## 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 observed activities in the three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Hideaway Day Nursery was registered in 2001 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a self-contained building close to the centre of Walsall. It serves the local area and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6.30pm, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 2. Three staff hold Foundation Degrees in Early Years Services. Children attend for a variety of sessions. There are currently 79 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and for whom English is an additional language. The nursery is a member of the National Day Nurseries 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:

- enhance the range of resources in the toddler room and in the outside area so that children using these areas experience as wide a range of exciting learning opportunities as children using all other areas
- find highly successful ways to involve all parents further in children's learning and to encourage them to share information about their children's progress more regularly, to enhance assessment and the planning of activities
- extend the self-evaluation process, so that identified improvements are addressed more quickly and help all children to gain the highest levels of achievement.

### Inspection judgements

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

Staff work very well as a team to plan activities based on their detailed observations of children. They share their experiences in working with a range of age groups and abilities, so that all staff and children benefit from this. Staff encourage parents to share information about their child before they start, though they have yet to find highly successful ways to obtain more detail in this from all parents, so that staff have a clearer starting point to work from. Staff assess children regularly, in order to identify any gaps in their learning and to plan effectively for the next steps in their learning. They monitor children's progress daily and build on their learning through planned activities and routines, so that they make good progress and learn a range of skills in readiness for school when the time comes.

Parents are well informed about children's activities and their purpose through clear displays around the nursery and through speaking to their child's key person each day. Staff encourage parents to share information about children's achievements at home and advise them on ways to support children's learning. However, there is scope to find highly successful strategies to ensure all parents are as engaged as they can be.

Pre-school children develop their manipulative skills as they thread beads. They are asked about the colours and shapes and compare the sizes and create patterns, so that they begin to learn mathematical skills. Staff talk to them about the animal shapes as they play and extend their vocabulary and sentences well by asking them what the animals are, where they live, or what they might eat. Each room contains a large sand pit in which children pour the dry sand, fill containers and enjoy feeling the texture of the sand. Children are imaginative in making rockets or space ships from recycled materials and are busy and engaged in their activities.

Staff help very young children to learn to stand and walk, as they provide them with a range of walkers and help them to steady themselves and gain confidence in being upright. Babies are curious as they play with a wide range of colourful, push button toys with lights and sounds. Toddlers are imaginative as they 'cook' and drink 'tea' in the home corner and pretend to talk on mobile telephones. Teaching is good and staff know how to engage children in their learning through an awareness of their interests, such as sand play. Pre-school children's learning is extended very well following a trip to the local railway station. They collect tickets, make their own booklets about their trip and display their photographs. Staff encourage children to share their other experiences of trains and journeys, so that they develop their language and communication skills well. Children are well prepared for school, as they learn early reading and writing and mathematical skills. However, staff do not always maximise younger children's learning experiences, as resources, particularly in the two- and three-year-old children's room and the outdoor area, are not as rich and stimulating as all other areas, for example, the baby room and the pre-school room, which are more colourful and better resourced. Children develop their physical skills well as they use the large climbing equipment, wheeled toys and balls outdoors.

Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals, such as a speech therapist or health visitors. Children for whom English is an additional language are supported very

effectively, as a Polish member of staff communicates with parents and helps children to learn English so that they make good progress.

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

Children feel secure as staff comfort them with cuddles and toys if they are upset. New children settle well, as they visit the nursery with their parents until they are familiar with their new surroundings and staff are very kind and caring, so they feel secure. Babies and young children settle to sleep easily and children form close bonds with their key person. Children's needs are well met, as staff obtain information from parents about their routines and work with them on children's potty training and other developmental issues. This means children benefit from continuity of care.

Healthy snacks and meals are provided in the nursery and staff teach children which foods are good for them. Children are encouraged to eat vegetables and try new foods. They access water at any time and have fresh air and exercise each day. They are encouraged to feed themselves and to be independent in putting on their coats or choosing their snacks. Behaviour is good and children are taught to take turns and share the toys. They manage risks safely on the climbing equipment and are reminded to hold the rail when using the stairs.

Children's moves to new rooms are managed well so that they feel secure. They spend time in the new room with their key person and parents are involved in the process, so that children only move when they are ready. Children mix together at certain times of the day, so they know the other staff and children, which helps them to settle well. Information is shared between the key persons so that the child's needs continue to be met. Staff contact some schools children move on to and share information and invite teachers to visit the nursery. However, staff are not always successful in obtaining this information from parents, which means they are unable to make contact with all children's new schools. Staff plan activities in which they talk about the moves to school with children and help them to act out scenarios so they are prepared for the move.

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

There is effective monitoring of staff performance, which results in the setting of individual targets and coaching and mentoring if required. The manager books focused training courses for staff and they are free to request further training, in order to shape their professional development. This means that a good standard of teaching and planning is maintained. All staff, parents and children are involved in the self-evaluation process, which is ongoing so that there is continuous improvement in the nursery provision. Although, staff identify areas for improvement, they do not always address these as quickly as possible. This means that the learning environment, whilst good, is not as richly resourced in all areas, for all aged children.

The management team ensure that all staff have a thorough understanding of

safeguarding and child protection through regular training and staff meetings. Effective policies, procedures and risk assessments are implemented daily. The premises are secure and all resources and areas of the nursery are clean and safe. There are rigorous procedures for the collection of children and the recruitment of staff and students, so that children are well protected. Children are safe, as staff supervise them well at all times.

The nursery staff work closely with a range of other professionals and outside agencies, including a local early years adviser and social services. This helps them to monitor the provision and to support all children effectively. Staff share ideas and best practice with other settings and arrange reciprocal visits for mutual support. They make contact with the other settings children attend and share information about their progress and well-being, so that their learning is complemented and they receive continuity of care.

### **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 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>	258949
<b>Local authority</b>	Walsall
<b>Inspection number</b>	933704
<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>	84
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Judith Karen Jenkins
<b>Date of previous inspection</b>	07/12/2012
<b>Telephone number</b>	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, 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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