

# Hunderton Neighbourhood Nursery & Kids Club

Hunderton Neighbourhood Nursery & Kids Club, Belmont Avenue, Hereford, Herefordshire, HR2 7JF

<b>Inspection date</b>	27/09/2013
Previous inspection date	10/08/2009

<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

- Children enjoy their time at this safe, welcoming and friendly nursery and make good progress. Staff are caring and kind, they give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- Children enjoy daily outdoor play in a well-resourced and interesting outdoor environment; this helps them to develop many new skills and supports their enjoyment and well-being.
- The management team are quick to respond to any incidents concerning children's safety and well-being. They deal with them appropriately and immediately implement effective strategies to ensure that children are cared for in a safe environment.

### It is not yet outstanding because

- There is scope to further extend ways of supporting children at times of transition, particularly between rooms, by ensuring that learning records are transferred in a timely manner.
- There is scope to provide even more opportunities for young children to reflect on their learning and to have a quiet time in a designated area where they can relax and sleep if they want to when they feel the need.

## **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 the manager, chair-person, childcare staff and children throughout the inspection.
- The inspector looked at children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and a range of other documentation.
- The inspector observed activities throughout the day and completed a joint observation with the manager.

## **Inspector**

Tina Smith

## Full Report

### Information about the setting

Hunderton Neighbourhood Nursery & Kids Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the grounds of Riverside Primary School in the city of Hereford. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 27 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3, including two with Early Years Professional Status and three who have BA Honours in Early Years and Education. The nursery opens Monday to Friday, from 8am until 6pm, 50 weeks per year. There are currently 153 children attending, who are in 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 who speak English as an additional language. 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:

- build on links and opportunities to exchange information between rooms to better support children at times of transition
- create more opportunities for young children to rest and to reflect on their day and learning, for example, by providing a quiet area.

## Inspection judgements

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

Staff are well-qualified and have a good understanding of the learning and developments requirements of the Early Years Foundation Stage. Effective levels of support are provided to ensure children have opportunities to make good progress taking into account their starting points, how often they attend and the length of time they have been attending. The nursery provides a range of activities, which children enjoy taking part in and which are entirely suitable to meet their learning and development needs. For example, sensory play is readily available for very young children, along with lots of opportunities for children to be creative and to use their imagination, for example, role play.

The nursery gathers information from parents on induction about their child's interests, care needs and routines, as well as what they can do at home. This information is used to

plan play around children's individual interests. Staff regularly observe where children are in their learning, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. As a result, all children are progressing well towards the early learning goals. Each child has a learning record which contains photographic evidence of children's learning, as well as pieces of their work. Parents are invited to regularly review these and the nursery is considering further ways to ensure that all parents regularly see them. The nursery is completing the required 'progress check at age two' for each child and parents are asked to contribute to this. Children's progress is further enhanced because staff share information with parents about how they can help to continue their children's learning at home. For example, pre-school children take turns to look after a bear and write a diary about their weekend together. Younger children's parents are invited to share resource boxes, which contain toys that promote a specific area of learning.

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. For example, young children enjoy making marks and are beginning to recognise shape and size as they use a selection of chunky chalks to draw around their hands. A child confidently tells a member of staff 'yours is big'. Very young children explore and investigate soapy water, they splash making more bubbles and giggle with delight when a staff member squirts the water. Older children sit quietly during circle time, listening carefully to a story. The staff member skilfully involves children by asking them to describe the different characters in the book, allowing children time to think before responding and valuing their interpretation, as one child confidently declares 'it's a pineapple'. Children use their imagination as they dress-up and go shopping in the role play area. They express their creativity using a selection of paints, chalks, glitter and glue. They learn about volume and capacity as they fill and empty different sized containers with sand. Children learn about numbers, size and colour as they play with small world toys. A staff member asks 'who has one big green car?'. The child responds 'me'. Staff enable children to extend their own learning by giving them plenty of opportunity to develop their own ideas. For example, pre-school children recently created a castle.

Children's communication is well supported throughout the nursery. Their language skills are developing well as they happily chat together about familiar experiences during their play. For example, children select items to go in their shopping baskets; a child announces 'My Mum buys me grapes'. A staff member stimulates meaningful conversation by asking what else they buy at the supermarket. This interaction supports children to make links to their home life, as well as promoting their communication skills, self-confidence and self-esteem. These are all skills which help prepare them in readiness for school. Staff provide good support for children who speak English as an additional language. They ask parents for familiar words, which they can use in the nursery and staff and children try to use these regularly. They are also displayed within the rooms and parents are asked to add to and help with pronunciation.

Babies are cared for in a separate area and consequently, they are able to play safely and sleep peacefully. Staff are caring and kind, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises babies' confidence and

contributes to their overall well-being. Babies have access to a range of developmentally appropriate toys and resources, which aid their learning and development. For example, they excitedly play peek-a-boo from inside the tent and play with the balls in the ball pit.

Children's physical development is encouraged both indoors and out. They enjoy running around in a large outdoor space, as well as using push-along toys and climbing apparatus. Inside, very young children negotiate space as they go through tunnels and older children enjoy making movement to music. Very young children have access to their own well-resourced and private outdoor space. Children are developing a good understanding of the world around them because they have opportunities to visit places of interest in their community, for example, the local shops. They grow and tend to the flowers they plant and like looking for worms in the garden. They learn to show concern for living things as staff remind them to be gentle when they find one.

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

Key aspects of children's well-being are good. A well-established and effective key person system helps to promote children's well-being and independence, as well as maintaining a regular two-way flow of communication with parents. Children feel secure as they happily and confidently interact with staff often seeking them out for a cuddle or reassurance. When children start at the nursery they enjoy several settling-in sessions and parents are invited to stay and play. This enables children to become familiar with their new surrounding and staff, consequently, children settle well, enjoy trying new experiences and happily investigate their play. Children also enjoy several settling-in sessions in their new room before moving. However, children's learning records are not always forwarded to the new room in a timely manner; as a result children are not supported as well as they could be during this initial period in their new room.

Children are well-prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Parents are fully involved in the transition process and are able to discuss any concerns or queries they may have regarding the move. The nursery has good partnerships with the local school and reception teachers are invited to nursery, so that can observe children in their own environment. The room leader of pre-school also visits the local school talking through the transition records with the reception teacher. As a result, the transition between nursery and school is a positive experience for children.

The environment is well-resourced, warm and welcoming to children and resources are exciting and stimulating. They are stored at low-level and children can help themselves, which supports their independence. However, there is scope to provide even more opportunities for children to reflect on their learning in a quiet area, which provides somewhere to relax if they want to, especially if they are tired.

Staff give a high priority to keeping children safe. Children are well supervised and explore their secure environment freely and with confidence. Children behave well because staff are positive role models giving clear guidance as to what is expected. The nursery has

clear behaviour strategies in place, which are understood and implemented by all staff. Staff provide children with experiences that require children's cooperation, for example, children are asked as to what they want to do or play with, staff also at the end of the day evaluate with them as to whether they enjoyed their day. Consequently, children feel valued and develop high self-esteem, skills necessary for future life. Children are learning about keeping themselves safe because staff talk to them about dangers. For example, staff discuss with children how they must be careful when using real woodwork tools to cut and saw.

Children's health is promoted because the nursery follows good hygiene procedures and practices, which meet children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. The nursery promotes healthy eating by providing children with fruit and vegetables at snack time along with water and milk. Children may either bring in a packed lunch or have a school dinner. Parents are encouraged to provide healthy options in their children lunch boxes and the nursery provides lots of information and suggestions on the 'healthy eating' noticeboard. Children benefit from regular fresh air and exercise because they have access to a well-resourced outdoor area, using a range of equipment to promote their physical development. They skilfully throw and catch balls, climb and balance on the climbing apparatus before carefully jumping down.

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

The arrangements for safeguarding children are good. This inspection took place following the notification by the manager of an incident which took place whilst out with children on a day trip, when a child went missing for a number of minutes. The manager is proactive and acts swiftly to overcome any problems. For example, the manager promptly instigated an investigation and parents were kept informed of the outcome. Staff were asked to revisit safeguarding policies and procedures and the manager questioned all staff on their understanding. Guidance was sought from the local safeguarding board. Finally, the manager purchased high visibility jackets for children to wear when out on trips. The inspection found that the manager and staff are fully aware of their responsibilities and took all the necessary steps to keep children safe. All policies are in place, including in the event of a child going missing and are fully understood and implemented by all members of the team. Written risk assessments are in place and they are regularly reviewed and updated. All staff are aware of their roles and responsibilities in protecting children in their care and understand the signs and symptoms to be aware of. Staff regularly discuss safeguarding procedures at staff meetings, including whistle blowing and the supervision of children. Recruitment procedures are robust with the manager implementing procedures from the safer recruitment training she recently attended. All staff are checked thoroughly before being employed and induction procedures and probations periods are implemented for new staff. Appraisals are used to assess staff's ongoing suitability, as well as to identify any areas for professional development. Regular meetings take place between the manager and staff to review nursery practice, consequently, all staff are reflective practitioners.

Staff fully understand the learning and development requirements. They plan purposeful and developmentally appropriate play around children's individual interests, which enable them to make good progress in their learning. Key persons spend time at the beginning and end of the day discussing their child's needs and achievement and very young children have daily diaries. This two-way flow of communication ensures that parents are kept well-informed about their child's daily needs and activities. Partnerships with parents are good. They are valued and respected. Partnerships with other providers are effective and as a result, children receive a highly consistent and complementary approach to their learning.

The manager is well supported by the chair person and directors. They understand the importance of monitoring the educational programme, however, they have not recognised that children are not fully supported when moving rooms. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. Overall, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

### The Childcare Register

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>	EY388087
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	935587
<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>	73
<b>Number of children on roll</b>	153
<b>Name of provider</b>	Hunderton Neighbourhood Nursery & Kids Club Limited
<b>Date of previous inspection</b>	10/08/2009
<b>Telephone number</b>	01432 263033

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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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