

Hermitage Day Nursery

147-149 Hermitage Road, Whitwick, Coalville, Leicestershire, LE67 5EL

Inspection date	04/12/2013
Previous inspection date	31/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make rapid progress in their learning and development.
- Children have exemplary support to develop communication and language skills through robust practitioner understanding and practice.
- Safety is given a very high priority. Hazards to children are identified and minimised and children are taught how to promote their own safety.
- The key person system is firmly embedded and great care is taken to build strong attachments with all children, which ensures that they feel extremely confident and secure in the nursery.
- The manager and practitioners are dedicated to providing high quality care and learning for children. The rigorous monitoring of all aspects of the nursery enables them to clearly target and strengthen practices.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the nursery are exceptionally well-organised to promote continuity of care and learning
- Partnerships with parents are highly effective. They are fully involved in the care and learning of children, which ensures children receive excellent support and continuity in their learning and development.

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 held meetings with the manager of the nursery, the area manager and the owner of the company.
- The inspector carried out observations of activities in each room and also in the outdoor learning environment.
- The inspector looked at children's assessment records, planning documentation; evidence of suitability of practitioners working in the nursery, the providers self-evaluation systems, complaints log and a range of other documentation.
- The inspectors took account of the views of parents spoken to on the day.

Inspector

Julie Dale

Full report

Information about the setting

Hermitage Day Nursery is one of several nurseries run by the provider as part of Swingboat Nurseries. It was registered in 1999 and operates from a purposely designed building in the village of Whitwick near Coalville in Leicestershire. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. Children have access to a partly covered outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend for various sessions. There are currently 106 children aged under five years on roll. Of these, 36 receive funding for early years education. Children come from the local community and nearby towns and villages. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The nursery employs 26 practitioners who work with children, all of whom hold appropriate early years qualifications at level 2 and above. Some practitioners hold degrees in early education and others hold Qualified Teacher Status. The nursery receives support from the local authority and has close links with the local primary school.

What the setting needs to do to improve further

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

- continue to enhance improvement through ongoing professional development and extremely effective self-evaluation, in order to strengthen the already high quality provision, so that children carry on receiving highly stimulating and challenging learning experiences.

Inspection judgements

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

Managers and practitioners have a very secure knowledge of the Statutory framework for the Early Years Foundation Stage and an excellent understanding of how children learn through their play. Practitioners have high expectations of themselves and children and provide a wealth of challenging and imaginative play and learning experiences. For example, following a visit to the setting by a market trader to talk to children about their work, children took over a stall on the local market for a day to sell fruit and vegetables. Practitioner's excellent understanding of children's learning enables them to provide stimulating and highly innovative activities following children's interests. For example, after

an exciting story about a farm in the morning, a practitioner sensitively helped children who were excitedly creating a large scale farm yard with buildings, animals, fields and vehicles to recreate their version of the story for other children to watch.

Systems to assess children's starting points and ongoing progress are well-established, robust and include all those involved in their learning. Practitioners prepare very detailed plans that cover all the areas of learning and reflect children's individual interests and next steps. As a consequence, children enjoy a busy and active time and make excellent progress in their learning and development.

Parents receive regular highly comprehensive feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports showing them what their children have achieved. They are invited to attend parents' meetings with their child's key person on a regular basis. In addition, they have easy access to a broad range of information about activities and learning objectives within the setting. Consequently, they are fully included and are helped to understand how to support their children's learning at home.

Children's communication and language is extremely well-promoted as practitioners pay very close attention in helping them to acquire the necessary skills for the future. The utmost priority is given to ensuring all children are provided with the necessary support to help them make rapid progress in their learning. Practitioners use a wealth of strategies to include and support all children, such as, visual timetables, picture cards and one-to-one groups. They talk to parents about language spoken at home and ask for key words, which help them to meet children's needs. Practitioners use these consistently during play and everyday routines. As a consequence, children hear a range of languages and recognise the skill in being able to speak more than one.

Practitioners successfully use props and models to encourage turn taking and listening and ensure all children are given opportunities to speak and therefore, fully participate in all the activities on offer. Children with special educational needs and/or disabilities are supported in their learning with visual timetables, picture cards and one-to-one groups ensuring all children are provided with the necessary support. Materials for making marks are widely available both indoors and out and are presented in imaginative ways to capture the interest of all children, such as, in the role play area, outside and on art and craft tables indoors. Children are encouraged through skilful teaching to begin to give meaning to marks as they recognise their individual name cards and coat pegs. They self-register on arrival and find their cups and mugs at snack time. Books and reading materials from many cultures are readily available and children enjoy the one-to-one experience of sharing them with practitioners or participating in group story time. Practitioners skilfully use tone and intonation as they tell stories and share picture books with children.

Children use their creative skills and explore media during art and craft activities where they have free access to paper, glue, scissors and pencils. They enjoy making and listening to music, spontaneously singing their favourite songs or listening to and taking part in group sessions. Practitioners provide an extensive range of opportunities for children to seek out patterns, count, sort and match through a range of games,

construction toys and everyday routines. For example, they confidently count to 10 and beyond as they line up after playing outside and consider how many wheels they will need on the car they have just made. Children have good access to a range of programmable toys, such as computers. Practitioners take advantage when situations arise to challenge children. For example, they encourage children to use weighing scales to measure out ingredients for making mince pies. This contributes extremely well towards their skills for the future and in preparation for their move into full-time school.

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

A calm and caring atmosphere creates a positive learning environment for all and children are highly valued as individuals. Careful consideration is made to the allocation of each child's key person. This supports extremely close bonds between children and practitioners and provides a strong base for children to develop their independence and explore. In addition, parents acknowledge and appreciate the warm welcome and ongoing support that they receive. All children show a strong sense of belonging within the setting and settle well because practitioners have an excellent knowledge of their individual likes, needs and routines. They work very closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Transitions from room to room and from one setting to another are exceedingly well-managed as practitioners have established very positive partnerships with parents, other providers and local pre-schools and schools.

Practitioners give the utmost regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Extreme care and consideration is made to the presentation of activities both indoors and out, providing a consistently highly stimulating learning environment for children. They are encouraged to develop healthy lifestyles and learn about the importance of exercise through a series of exciting visits out to shops and markets. They also have visitors into the setting, including the local dentist and fire officers to help children learn how to look after themselves. Children frequently participate in physical activities and enjoy free flow access to the extremely well-resourced garden and well-equipped outdoor learning space. Children make full use of the equipment available. They show their delight as they steer the bicycles and tricycles around or practise throwing and catching balls to one another.

Practitioners reinforce safe practice with equipment and toys diligently to instil good habits from an early age. For example, when climbing the steps they are reminded to hold onto the safety rail. Rigorous risk assessments are recorded and are in place and daily checks to minimise risks to children are carried out across the setting. Children are cared for appropriately following any minor accidents and staff deal sensitively with any bumps they have received. Comprehensive records are kept of any accidents as are records of medicines given and these are shared with parents.

Children show a clear knowledge of how to keep themselves healthy as they wash hands before eating and recognise that some food choices are healthier than others. For

example, children talk about how fruit is 'good for you' at snack time and consider other healthy options they could try. Children develop excellent self-help skills. For example, before playing outside they find their own coats and shoes, which they put on with minimal help from practitioners and at snack time pour their own drinks. A calm and harmonious atmosphere supports children's learning and any minor disputes are diffused very quickly. Children get on well together, know what is expected of them, learn to take turns and value one another. Practitioners skilfully support children to understand the potential impact of their actions on others. Positive behaviour is consistently acknowledged and children's achievements, no matter how big or small are enthusiastically celebrated. For example, practitioners thank children for their 'good counting and good listening' during a planned activity and reward charts and stickers are used to promote children's sense of self-esteem and confidence.

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

Managers and practitioners have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The highly comprehensive policies and procedures underpin practice within the setting and are clearly understood and implemented by all. Well-established recruitment and vetting procedures mean that practitioners undergo robust suitability checks and have completed training or are willing to do so. All practitioners complete a thorough induction process to help them understand their roles and responsibilities. A broad range of monitoring and performance management tools help managers to effectively support staff. As a result, any practice or training issues are quickly identified and addressed. In addition, managers and practitioners work incredibly well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create a very supportive and positive environment for children to play and learn.

The setting implements robust risk assessments, which ensures a child friendly and safe environment for children to play and explore with confidence. Practitioners assess the area on a daily basis and remain constantly vigilant to potential hazards. In addition, the very close working partnerships between practitioners ensure the level of supervision is consistently high. Practitioner deployment around the setting enhances all aspects of children's learning as all rooms have generous adult to children ratios as standard practice.

Practitioners have formed very strong partnerships with parents, who value the service highly. They state that they feel fully informed and included in their child's care and learning at all times and benefit from regular verbal and written feedback. Parents are invited to attend meetings about their children's progress on a regular basis and to participate in sessions, which utilise their skills and knowledge, for example, talking about their work or cooking celebration food with children. An extensive range of information is made readily available to parents and they routinely have access to policy updates to keep them informed about current practice. The setting has excellent strategies in place and

has established effective partnerships with other agencies, in order to give consistently high levels of support for individual children.

Managers and practitioners are passionate and committed to the service they provide. They work incredibly hard to keep up to date and maintain the outstanding practice within the setting. They share the same vision for continued development and systems for ongoing self-evaluation are effective in identifying a detailed plan for future developments. Managers have an excellent overview of the curriculum through the meticulous monitoring of the educational programmes. Planning and assessments are checked to make sure they are consistent and precise. The setting consistently takes account of children's and parents' views, thoughts and feelings, to guide and inform practice. They are encouraged and their comments are welcomed as they feedback their comments through regular questionnaires and ongoing discussion. As a result, they are fully involved in affecting change in this exemplary setting.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	223217
Local authority	Leicestershire
Inspection number	941780
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	106
Name of provider	Elaine Anne Blunt
Date of previous inspection	31/10/2011
Telephone number	01530 814477

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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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