

Heirs and Graces PDN

Heirs & Graces Nursery, Heirs and Graces Nursery, The Old School House, Greenfield road, Denton Green, WA10 6SG

Inspection date

03/12/2013

Previous inspection date

28/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 are happy, confident and feel safe in the nursery environment, which ensures that they make good progress in their learning.
- Children form trusting relationships with practitioners and other children, which helps them to feel secure and happy. Children use their key person as a secure base from which they can explore and investigate.
- The nursery gives high priority to the security of the premises and so children are kept safe from harm in the nursery environment.
- Very good partnerships with parents and other agencies are in place as practitioners share information effectively, so that children's individual needs are very effectively met.

It is not yet outstanding because

- There is scope to enhance the procedures for recording what medication children have had prior to arrival at the nursery, in order for all practitioners and managers to be robustly aware of what medication children have already had before they attend the nursery each day.
- There is scope to strengthen the systems for monitoring and evaluating practitioner's performance through highly effective supervision, appraisal and analytical peer observation systems.

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 talked to children and practitioners throughout the inspection, and also held meetings with the provider and the training manager during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of the views of parents and carers from information included in the setting's own parent questionnaires.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the suitability of all practitioners.
- The inspector carried out a joint observation with the nursery's third in charge officer.

Inspector

Jenna Geggie

Full report

Information about the setting

Heirs and Graces Private Day Nursery was registered in 2000. It is a family run setting, owned and managed by a private partnership. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The premises is situated in the St Helen's area of Merseyside and operates from eight rooms in two buildings. One building is purpose-built and the other is converted from a former primary school. The nursery serves the local area and some surrounding areas. There is access to two individually enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 172 children on roll. Children attend on a variety of full-time and part-time sessions. The nursery offers an out of school service, only in holiday periods. The nursery provides funded early education for two, three- and four-year-old children. The nursery employs 46 staff members, including the manager, of these, 39 staff hold appropriate early years qualifications at level 3 and above. Three members of staff are qualified at degree level. The nursery employs four support staff including two qualified cooks, a cleaner and a handyman. The nursery is supported by the local authority early years and advisory team.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring and evaluating practitioner's performance through highly effective supervision, appraisal and analytical peer observation systems
- further develop systems for recording what medication children have had prior to arrival at nursery in order for all practitioners and managers to be robustly aware of what medication children have already had before they attend the nursery each day.

Inspection judgements

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

Children thrive in this good quality setting and demonstrate the characteristics of effective learning. The quality of teaching is consistently good and some teaching is outstanding. This is because practitioners have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and a good level of understanding of how children learn and

develop. As a result, children's needs are well met and children make good progress from their starting points.

The learning environment is stimulating and well-equipped with a range of resources to promote children's development across the areas of learning. For example, babies explore bottles filled with rice, coloured water and glitter. They watch in amazement as the glitter floats around the water inside the bottle. Babies thoroughly enjoy their time as they splash in bubbly water and explore their senses during body painting activities. Older children benefit from a wide range of experiences, which span the seven areas of learning. For example, visual stimuli, such as, familiar logos and text are displayed on walls near the mark making area, encouraging children to copy and enhance their writing skills. Children are also encouraged to explore the effect that small world dinosaur foot prints have in a tray full of flour. Children excitedly tell their friends 'look, my dinosaur has huge feet' as they look at the marks they have made. There is a range of information and communication technology equipment available for children to use each day and plenty of opportunities for children to develop their mathematical skills. Practitioners adapt activities to children's individual learning styles. For example, to engage boys in number recognition, one practitioner builds the number 11 from joining up construction pieces. Consequently, children access a broad and balanced curriculum, are eager and motivated to learn and consistently demonstrate the characteristics of effective learning.

Practitioners place a strong emphasis on helping children to acquire communication and language skills. For example, during a story telling session with young children, a practitioner uses a plethora of hand gestures to act out the words in the story. She speaks slowly, repeats words and gives children time to join in with words they know. This supports the development of children's listening and attention, understanding and speaking skills and consequently supports the acquisition of communication and language at a valuable time in young children's learning. High priority is given to supporting children to firmly develop in the prime areas. This means that children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school.

Children demonstrate high levels of confidence as they ask questions to unfamiliar people. For example, 'What's your name? Are you a teacher?' Babies are confident when interacting with unfamiliar people as they mirror facial expressions and come over for a cuddle. Practitioners provide skilful and sensitive support to help children to achieve their goals, which helps to build their self-esteem. They consistently praise children for their achievements and use phrases, such as, 'You're getting big', 'I'm so proud of you', and 'What a great job you did'. This encourages children to persevere with tasks and gain a sense of pride in their achievements. However, some of the children's artwork on display has been created using templates and the wall displays have had a lot of adult input. This means that children do not always have the opportunity to freely create their own designs and have such designs recognised and appreciated on displays.

Practitioners value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review children's learning journey records.

Detailed observations and assessments are undertaken on each child to ensure that their individual needs are well met. Trackers help practitioners monitor children's progress and identify their next steps in learning. In addition, any gaps in learning are quickly identified and systems put in place to enable all children to achieve their full potential. Observations are categorised into the areas of learning to ensure that children are developing well in all areas of learning. Children's learning stories are displayed on boards for parents to look at and contribute to. They contain photographs which are a lovely record to share with parents as evidence of their child's learning and achievements in the nursery. Parental input is valued by practitioners and they share ideas with parents of activity ideas which parents can try at home. Parents are given daily verbal feedback about what their child has done each day and assessments are shared with parents.

Children who are undergoing assessment for special educational needs are very well supported by the nursery. The nursery welcomes other professionals and agencies in such as speech therapist and practitioners implement given strategies in order to support these children. Practitioners liaise with parents to share ideas to further support children who may have additional needs and the nursery ensures that these children receive one to one support. This means that children undergoing assessment for special educational needs are well supported in order to reach their full potential.

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

Children's immediate needs are well attended to in this nursery. Practitioners are well informed about their needs, family events and routines through the use of 'all about me' forms. Practitioners are very warm and affectionate with the children and they speak to children gently. Practitioners show genuine interest in their key children, as they attentively feed them their bottle or copy their facial expressions. Practitioners invite children to come and have their nappy changed, talking with them and being gentle and encouraging. Consequently, children feel valued and loved by their key person. Strong attachments are evident throughout the setting as children are soothed by their key person, therefore, children are relaxed and at ease in their care. They use their key person as secure base from which they can confidently explore their environment and express their wishes, which includes where and what they play with.

Practitioners work closely with parents to ensure that children's specific needs are known and attended to. For example, children's individual dietary requirements are displayed in each room so that all staff know what foods specific children can't eat. The nursery works closely with parents for transitions through the nursery and on to school. This promotes effective partnerships and is actively supporting children so they are well-prepared for their next stage in their learning.

Children demonstrate awareness of good hygiene practices as they confidently wash their hands before meal times. Cleanliness is a priority for the nursery, as practitioners tidy the rooms each day and professional cleaners are employed to ensure the nursery is very clean and hygienic at all times. Children are provided with regular drinks throughout the day and can access their water bottles at all times. Meals are freshly prepared onsite by

the two cooks employed by the nursery and children enjoy their healthy meals. The nursery has been awarded 5 stars by the food standards agency and the local authority have issued the nursery with a 'healthy early years food award'. Practitioners ensure that all children access the outdoor environment at different points during the day to gain fresh air, stretch their muscles and be active. Consequently, children are kept healthy during their time in the nursery and are developing awareness of healthy practices.

Practitioners are good role models for children as they set good examples to children of how to interact politely with one another. Practitioners reiterate the importance of good manners and treat others with respect. As a result, children are learning about how to share and behave towards each other. The children demonstrate their strong relationships with each other. For example, while playing 'ring' games, a child had to choose another child to be the 'farmer's wife'. When the child had selected someone, practitioners commented that they weren't surprised by the child's choice as that is her best friend.

Air conditioning systems are fitted into the two baby rooms. Practitioners confidently explain that the youngest children cannot regulate their own body temperatures so in hot weather the air conditions system is used. Consequently, the risk of sudden infant death in babies is reduced by the controlling of the room temperature in hot weather.

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

The managers have a clear understanding and commitment to meet all requirements. A high priority is given to the safety of all children. For example, closed circuit television is installed throughout the nursery. Camera entry systems are in place at various places in the nursery to ensure that practitioners can see who they are letting in before they open the door. An effective password system is used to protect children from risk of harm. Practitioners who work with the children have up to date safeguarding training and are knowledgeable of the indicators of abuse. As a result, children are kept safe in a secure environment and by knowledgeable practitioners. The nursery employs extra 'floating' staff each day with no key person responsibilities to ensure that ratios are more than met. Managers demonstrate that they prefer this method of hiring extra staff to ensure that children see familiar faces each day. Consequently, child supervision is robust and children are kept safe by practitioners who know them well. This provides continuity of care for all children.

This inspection was brought forward as a result of concerns received about a practice issue relating to safeguarding. The provider took all necessary steps to resolve the issue and the arrangements for safeguarding children within the setting are well embedded.

Induction packs are given out to new staff to inform them of the nursery's policies, including their safeguarding policy. This means that new practitioners are well equipped to undertake their role as they have received induction training. However, the systems for monitoring and evaluating existing practitioner's performance is not robust. Supervisions and appraisals are carried out but are not astute and specific enough to identify performance targets individualised to each practitioner. Some peer observations have

taken place, but not all practitioners have had the opportunity to be observed and observe other's practice. As a result, practitioner's performance is not as closely monitored and evaluated as effectively as it could be.

Training, qualification and skills are a high priority for the nursery. Effective in house training ensures that practitioners are highly qualified and have the skills necessary in supporting children's learning and development. This is evident as some practitioners display outstanding teaching and effectively support children in acquiring necessary skills needed for their next steps in learning.

Practitioners have a good knowledge and understanding of the nursery's procedures to record any accidents and safely administer medicine to children. With that said, there are no formal records kept of any medication which was administered to children prior to arrival at the nursery. Practitioners ask the relevant questions of parents such as the time medication was given and the dosage, however this is not always recorded in a place where all practitioners and managers can easily see the information in order to robustly monitor which children have been given medication before coming to nursery.

Practitioners are knowledgeable and vigilant about children's safety and complete full risk assessments for all areas of provision. Records are kept of safety checks and practitioners demonstrate risk assessment in practice as they check plug sockets are covered and perform head counts of children in and out of the building. Staff check visitors identification and visitors are required to sign in and out of the building. Fire safety equipment is regularly checked and maintained and fire evacuations regularly practised. The nursery's own maintenance team ensures the premises and equipment are in good working order to help keep children, parents and staff safe.

Self-evaluation is sound and views of all stakeholders are valued. Upon receiving parental feedback through questionnaires, the manager makes action plans for each suggestion made and ensures the actions are completed. For example, a parent commented that due to the small window high up on the door, she kept opening the door and banging into other parents. As a result of this, the manager had closed circuit television installed on the other side of the door and a monitor placed in the hallway. This is now effective in ensuring that staff can see who they are letting in before opening the door. The management show the capacity for improvement and the desire to implement new initiatives.

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	323096
Local authority	St. Helens
Inspection number	945441
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	118
Number of children on roll	172
Name of provider	Mr Alan Dawe and Mrs Susan Dawe Partnership
Date of previous inspection	28/11/2011
Telephone number	01744 451925

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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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