

Hawthorn House Day Nursery Limited

Green Lane, Hazel Grove, STOCKPORT, Cheshire, SK7 4EA

Inspection date

05/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practitioners have a secure knowledge and understanding of how to promote children's learning. Therefore, the quality of teaching across this nursery is consistently good and in some instances outstanding.
- There is a well-embedded key person system in place, which is effectively supporting children to form secure attachments with practitioners and promotes their emotional well-being and independence.
- Systems for monitoring planning and assessment are effective and display an accurate understanding of all children's skills, abilities and progress. Consequently, children with special educational needs and/or disabilities are target promptly and appropriate intervention is sought.
- Practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems are in place for recruitment and supervision of practitioners. As a result, a strong team has been recruited and retained.
- Established partnerships with parents and other agencies effectively contribute to meeting children's needs. As a result, children are thriving in this nursery.

It is not yet outstanding because

- At times, the displays and creative work, which the children produce is too adult

directed. As a result, children are not always able to express themselves fully.

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 indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observations and assessments records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Hawthorn House Day Nursery Limited was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the Hazel Grove area of Stockport. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 10 at level 3, including one with Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 56 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide children with open-ended opportunities to be creative and express themselves without adults overly directing activities.

Inspection judgements

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

The indoor and outdoor environment throughout this nursery is stimulating, exciting and well organised into areas of continuous provision, which are effectively linked to the seven areas of learning and development. There is a range of resources, which are clearly labelled and accessible to all children, enabling them to independently select what they want to play with. Children are learning through interesting and challenging activities, which have been purposefully planned to meet the individual needs of each child. Practitioners have a very good knowledge and understanding of the Early Years Foundation Stage framework and how to promote children's learning and development. For example, children thoroughly enjoy story time with practitioners as they are encouraged to participate and interact with the use of different props. Children demonstrate that they are able to recall past events as they excitedly join in with the story. Practitioners work effectively together and combine their skills and knowledge efficiently to plan an environment with a great emphasis on the prime areas of learning. They support children who speak English as an additional language by modelling vocabulary and sentences as well as using non-verbal communication, such as signs and

gestures. The quality of teaching across this nursery is strong and in some instances outstanding. For example, practitioners ask children a range of open-ended questions throughout the sessions, which encourage them to think critically for themselves.

Practitioners know children very well in this friendly nursery and have a very child-centred philosophy, which puts the child at the heart of what they do. There is an effective key person system in place and a buddy system, which ensures that children's emotional well-being is consistently supported. Practitioners take responsibility for maintaining a learning journey for each child in their key group. This is kept to a high standard and contains observations, planning and assessments of the children throughout their time at this nursery. Practitioners have high expectations for all children based on accurate initial assessments, which are gathered on entry and ongoing assessments that they use effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning, which are suitably challenging and meet the individual needs of each child. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, the older children enjoy the opportunity to visit the local park and 'go on a bear hunt', which was linked to the story they were sharing for a national book day. Therefore, children are able to use their imaginations and engage in role play as they choose the characters, which they want to act. Children have lots of opportunities to develop their small muscle control as they are provided with messy play, such as, sand and water, play dough and oats, which they explore with their hands. They have access to a range of mark-making materials, however, at times the display and creative work, which the children are engaged with is too adult-directed. Consequently, children are not always able to express themselves fully. There is an outdoor area for all children to access where they enjoy the opportunity to move around the area in different ways. As a result, children are enthusiastic and curious learners who are progressing well towards the early learning goals, given their starting points.

This nursery offers an inclusive environment where diversity is valued. As a result, children are learning to respect and value themselves and each other. Practitioners support children with special educational needs and/or disabilities well and have developed strong relationships with parents, which ensures that children's individual needs are being well met. The key person system effectively supports parents to contribute to their child's learning and development. For example, parents are encouraged by experienced practitioners to record observations of their children's achievements and experiences at home. As a result, practitioners have a secure knowledge of each child's learning style and interests. Practitioners use effective strategies to engage parents and help them to support their children's learning at home. For example, parents are invited to parents' meetings to discuss their child's assessments, including the progress check at age two years. Therefore, parents have a good understanding of the Early Years Foundation Stage and their child's age and stage of learning and development. Practitioners are working effectively with the local primary schools and teachers are invited in to discuss children's learning and development prior to them starting school. As a result, the children experience a smooth transition between settings and are well prepared for their next stage in learning.

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

The well-established key person system ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome the children and their parents into this nursery, which ensures that the children feel valued and cared for and that relationships with parents are strong. Children are cuddled and comforted if they are upset and spend quality time with their key person engaging in activities, such as signing songs and rhymes or sharing stories in the cosy book corner. The process to help children settle into the nursery is highly effective. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. Parents are also invited to complete an 'all about me' booklet, which provides the practitioners with information about the child's interests, family background and learning needs. As a result, the practitioners are able to effectively support the children's needs from the start.

Practitioners are well deployed within this nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are being supported to manage their own behaviour as practitioners explain to them the importance of sharing and taking turns. As a result, children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Children show a strong sense of belonging and demonstrate that they feel safe. They gain high self-esteem quickly and learn to make friends with their peers from an early age. Furthermore, they follow routines by tidying away after each play session and hanging up their own coats. As a result, children are learning to respect and take ownership of their environment.

Children are thriving in this nursery as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, older children go independently to the toilet and wash their own hands thoroughly without needing to be prompted. Practitioners reinforce the importance of washing their hands before eating and after going to the toilet by talking to the children about why they need to do this. Children demonstrate a good understanding of this and talk to the practitioners about removing germs from their hands. The nursery provides children with healthy and nutritious food. There is a well-experienced cook in the kitchen, who respects all children's dietary requirements. The cook works closely with the provider and manager to cater for the individual needs of the children at all times, offering a wealth of daily choice. The provider keeps parents well informed of the nursery menus and reviews these regularly to ensure the food choices meet the preferences of all children. Practitioners ensure that all mealtimes within this nursery are very sociable. They sit with the children while they are enjoying a selection of fruit for snack and a healthy cooked meal for lunch and tea. Children are effectively encouraged to develop their independence skills during mealtimes. The older children set their own place at the table and serve themselves, while the younger children are being well supported to feed themselves. Children have access in all weathers to the outdoor area where they have regular daily exercise and enjoy physical and active play.

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

This inspection was brought forward following concerns raised about the administration of medication. The inspection found that there had been an incident where an inhaler had not been administered as required. Prior to the inspection, the nursery had already reviewed and improved systems for recording medication to be administered to ensure the information gathered is accurate and precise. The nursery had also introduced an effective alarm system to alert practitioners when medication needs to be administered.

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are very concise and known by all practitioners. Several practitioners have attended appropriate safeguarding training. Required documents are in place for the safe and efficient running of this nursery. These include accurate registers and complete records of the children's details, which are kept confidential at all times. Children's health and safety is prioritised as accident and incident forms are completed, discussed and signed by parents, ensuring they are fully informed of any incidents and illnesses. Comprehensive risk assessments and daily checks of this nursery are carried out, which ensures that children are well protected within a safe and secure nursery. Qualified and experienced practitioners are effectively deployed throughout the nursery. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, they have recruited a strong and committed team who are experienced and well supported within this nursery. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a thorough induction procedure in place for new practitioners to ensure they are fully aware of their own and others' roles and responsibilities. Consequently, the quality of teaching is consistently high and maintained across this nursery. Practitioners' training needs are identified through a variety of methods, such as the providers and managers undertaking of peer observations, regular supervision meetings and team meetings. As a result, practitioners are encouraged to access appropriate external training courses and receive in-house training to meet their individual needs and continuously develop their professional practice.

The provider and manager both have an in depth knowledge of the Early Years Foundation Stage and their responsibilities in meeting both the welfare requirements and the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across this nursery. The provider and manager take responsibility for monitoring and reviewing the children's learning journeys. This ensures they are up to date and that observations and assessments of the children are accurate and reflect their age and stage of development. The provider and manager set very high standards for the quality of the provision. The provider uses her knowledge, experience and skills to lead the team and continually enhance the already good practice. In addition, the practitioners benefit greatly from the expert role modelling of good practice, mentoring and coaching provided by the provider and manager. As a result, the practitioners are continuously developing their professional practice. Self-evaluation within this nursery is rigorous with the views of practitioners, children and parents being effectively gathered and valued. The provider and manager regularly reflect on the

practice and provision and are regularly setting actions and striving to achieve these to ensure that the nursery is continuously improving. Consequently, the nursery has undergone a series of renovations, which practitioners and parents feel has improved the environment and experience for children.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care, which they provide. They build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The nursery operates an open door policy where parents are clearly invited and welcomed into the nursery on a daily basis. Parents speak very highly of this nursery and feel that they and their children are being well supported. The provider keeps parents well informed and updated on all nursery issues through emailing parents with key information, such as the policies and procedures. Parents receive regular newsletters, which provides them with valuable and relevant information. There are effective partnership working arrangements between this nursery and the primary school in preparation for children making the transition between settings. These are well established and contribute to meeting the children's needs and preparing them for the next stage of learning.

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	EY469089
Local authority	Stockport
Inspection number	952265
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	56
Name of provider	Hawthorn House Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	0161 456 1178

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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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