

The Octagon Nursery

The Octagon, Walker Street, Hull, North Humberside, HU3 2RA

Inspection date	29/04/2014
Previous inspection date	16/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- There is a good emphasis on developing communication and language skills, particularly for older children, which helps prepare them for school.
- Key persons effectively enhance children's play by introducing favourite toys into activities to incorporate their interest. As a result, children are very motivated and fully involved in their learning.
- Older children at lunchtime are highly confident and show a good level of independence because practitioners have established a calm and relaxed routine.
- Practitioners are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- There is a strong commitment to improve the nursery because the comprehensive improvement plans are well directed in order to strengthen practice in all areas for the benefit of the children.

It is not yet outstanding because

- There is scope to enhance opportunities for children to discover and describe what is happening, to be able to seek out reasons and make predictions.
- There are opportunities to strengthen an even wider range of mathematical experiences for older children to engage in and further promote their counting skills.

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 both rooms and in the adjoining outdoor areas. She also observed the snack and lunch time arrangements.
- The inspector looked at children's learning folders containing observations, assessment and planning records. She also looked at other documentation linking to children's progress.
- The inspector completed a joint observation with the manager. She also had discussions with the practitioners and held meetings with the management team.
- The inspector reviewed and discussed a sample of the nursery's policies and safety procedures, risk assessments and improvement plans.
- The inspector looked at evidence of the suitability of practitioners and records of their supervision, and the performance monitoring procedures.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

The Octagon Nursery registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Goodwin Development Trust and is situated near to the centre of Kingston-Upon-Hull. The nursery operates from a purpose-built building and has two rooms that each have enclosed outdoor play areas. The nursery employs 22 members of childcare staff. Of these, the manager has Early Years Professional Status, four staff hold degrees and five hold appropriate early years qualifications at levels 2 and 3. Four additional staff are employed as an apprentice, a cook, a cleaner and administrative staff. The nursery also employs eight staff as a childcare support team that work across the different nurseries and services owned by the company. The nursery is open from 7.30am to 6pm Monday to Friday all year around, except for public holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 103 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. 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:

- provide even more support for children through developing the already good, active learning environment, enabling them to seek out reasons and talk about what is happening, helping them to think and plan ideas
- extend older children's experiences by engaging them in a wider range of opportunities to promote their mathematical understanding, such as counting within everyday activities in order to give children a reason to count.

Inspection judgements

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

The quality of teaching is good and practitioners ensure that all seven areas of learning are covered. The environment is effectively organised, both indoors and outdoors, for children to learn as they play. This means children have good opportunities to play uninterrupted, take ownership of their learning and become independent and critical thinkers. For example, one child becomes fully immersed in what he is doing and studies shapes at the light table. Babies investigate the sand play and use their hands to feel and move the sand. Practitioners promote further exploratory skills by moving the wheel on the sand mill round to actively promote babies' sensory experiences. Babies bounce on

their feet to interactive toys and older children explore the musical instruments; they discover and delight in the different sounds made. This means children have many opportunities to explore a variety of media and materials. For example, an adult-led activity enables older children to decorate and make bird feeders. Children use and manipulate different articles with ease, discussing similarities and differences, such as mixing two colours together. They talk as well as listen to others, demonstrating their understanding. As a result, the nursery provides a rich, varied and stimulating educational programme. Children's learning and development is assessed through thorough observations and detailed planning, which takes into account children's individual interests and their next steps. Consequently, children are supported well to continually make good progress and are ready for the next stages in their learning and the move to school.

Children's communication and language development is good because practitioners use stories, songs and rhymes effectively to support and help children develop secure speaking and listening skills. For example, practitioners read with expression and make stories come to life through the use of props, such as puppets. This means children's interest is fully captured and they are not easily distracted. This provides children with a focus and encourages them to make connections between words and objects. Children in the older room use real vegetables in the play kitchen, as they pretend to make soup. Babies use cameras and are pleased to show visitors their photograph story booklet of their trip outside the nursery. This effectively supports children's imagination through the use of technology, mimicking what adults do. Babies are encouraged to count ducks to three and older children are stimulated to talk about how high the water spray marks go up the wall outside. However, opportunities for older children to count in sequence during everyday experiences are presently not as successful. Also, older children are not always fully supported during adult-led activities to think of possible plans for the item they are making. Consequently, some children are not always consistently challenged to discover, describe and seek out reasons in order to extend their learning further.

There is good communication with parents. Children's starting points on 'All about me' sheets are completed by parents before they start at the nursery. This provides the parents with the opportunity to share children's initial interests and achievements and any concerns they may have. Parents feed back to key persons about what children are doing at home, and this contributes to the assessment and planning of children's possible lines of development. All key persons know their children well and have excellent, supportive relationships with parents. Parents have opportunities to attend some events about how children learn and feel included in the assessment process. This partnership is used effectively to help children to feel confident and to make good progress in their learning.

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

A well-established key person system helps children to form secure attachments and promotes their well-being and independence. All children and parents are warmly welcomed on arrival. If children do become a little upset during the early days of attending, their key person responds with reassuring words and cuddles. Children play cooperatively with their friends and seek each other out on arrival, which shows that early friendships are forming. The key person observes what children are particularly interested

in and ensures these are incorporated into the daily activities and experiences on offer. For example, vehicles are added to the play dough indoors to support babies' interest and they are inspired to take these vehicles outside. This means children are effectively supported to explore their surroundings, freely gathering their choice of resources to support their imaginative play. Snack time offers children a choice of fruit, and they voluntarily display excellent manners. Older children are encouraged to go to the bathroom to wash their hands before food, ensuring good hygiene practices are followed. The new extremely well-arranged lunchtime routine motivates older children to independently gain their plates and cutlery, sit with friends and serve their food. This very effectively supports their confidence, as they discuss choices and talk about the different foods on offer, promoting their awareness of a healthy diet.

Children's behaviour in the nursery is good because practitioners are effective role models. They provide a calm and reassuring environment, sensitively and skilfully encouraging children to share their play space. Practitioners give clear messages about what is and what is not acceptable behaviour. For example, they remind older children why it is important not to aim water in someone's eyes, as they use spray bottles on the wall. Babies are gently reminded not to climb up on to the tables. This enables children to gain an understanding of managing their own safety during explorations and of the possible risks involved, such as falling and hurting themselves. Therefore, positive relationships and cooperative play are encouraged and supported, and children learn to understand consistent boundaries within the nursery. As a result, children develop a strong sense of what is right and wrong. The nursery has an effective evacuation procedure. This is completed monthly with all staff, students and children, which helps children to learn about keeping safe in the event of an emergency. Children have free-flow access to the immediate outdoor areas adjoining their room. This means they benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play equipment.

Parents are offered gradual visits to the nursery to help children settle. Key persons work closely with parents to help children make a smooth transition into their room. They use various documents to exchange information on children's initial care needs and their ongoing interests. As a result, practitioners have a good awareness of children's individual needs and they settle quickly. Good links are in place with the local children's centre, on-site health centre, schools and outside agencies. Transition forms are completed for the schools and other settings children attend as required. As a result, the nursery provides continuity for children in their care and aids transitions to the local schools and other settings that also deliver the Early Years Foundation Stage.

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

Safeguarding is effective because the safeguarding and welfare requirements are fully understood by the management team and the practitioners. All practitioners and students are checked and are suitable to be around children. This includes the support staff used across the company's different settings. This also includes the cook, administrative staff, the cleaner and volunteers. Children are safeguarded well in the nursery because

practitioners have a clear understanding of their roles and responsibilities. They all complete safeguarding training and are aware of local safeguarding procedures. They know who to contact and the procedure to follow if they are worried about a child's welfare. The main door to the nursery is secure and parents and visitors ring the doorbell to gain entrance. The entrance hall is monitored by administrative staff and the inner lobby is watched closely by childcare staff during busy times. This means that the nursery creates a safe and stimulating environment and practitioners are fully aware of safeguarding procedures in order to ensure children's safety. The nursery has completed a detailed self-evaluation that identifies strengths and weaknesses, and uses this to set ambitious targets. The nursery has established a robust improvement plan that shows how they have met initial aims and created more. Consequently, all actions and recommendations for improvement raised at the last inspection have been addressed successfully. For example, an issue with the building's entry system was immediately addressed by changing the doors. These are now of the 'push button to exit' type to maintain children's safety. Therefore, the nursery's capacity for continuous improvement is good.

The educational programmes are effectively monitored by the management team, to ensure both rooms provide a broad range of learning experiences across the seven areas of learning. The room leaders collect data and information on children's progress, which they use effectively to identify gaps in children's learning or development. This clarifies that children's progress and abilities are accurately understood by their key persons, and children's learning needs are provided for through the possible lines of development. Consequently, children's progress is tracked to confirm they are working within their expected developmental levels, and those who are not gain the appropriate support they need quickly. Children are protected and safeguarded because the management team carry out robust recruitment for staff. Ongoing checks on practitioners, to confirm their continued suitability to work with children, take place during annual appraisals and regular supervision meetings and observations. This means the quality of the teaching and learning and the progress of individual children are monitored successfully. Practitioners hold different roles and responsibilities, such as the communication lead practitioner. These lead roles enable the team to foster a culture of mutual support and teamwork, as they strive to maintain and reach even higher achievements for the children and the nursery. Consequently, ongoing professional development is encouraged to strengthen individual practice, skills, knowledge and understanding even further.

Partnerships with parents are effective. They are made welcome and come into the nursery, where they can gain a further understanding of their child's development, which promotes learning and development at home. There are many wall displays throughout the building and nursery that are aimed to support parents. Their child's development profiles are freely available, and all parents spoken to during the inspection are very happy with the care and education their children receive. Information for parents is available in the entrance area, along with the policies and procedures and a notice board detailing changes to updated policies. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, the website, meetings and the parents' notice board. These are also offered in parents' home languages; for example, the Early Years Foundation Stage framework leaflet is offered in many languages. This means parents who speak English as an additional language are supported effectively.

Partnerships with other professionals are securely in place. For example, the nursery continues to work with external agencies to ensure children and their families get the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY311282
Local authority	Kingston upon Hull
Inspection number	963237
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	103
Name of provider	Goodwin Development Trust
Date of previous inspection	16/09/2013
Telephone number	01482 594324

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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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