

Horn End Nursery

Lammascote Road, Stafford, Staffordshire, ST16 3TA

Inspection date	12/05/2014
Previous inspection date	05/08/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is good because all practitioners fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is good given their starting points and capabilities.
- The effective partnership with parents is supported through two-way communication, ensuring they are well informed about the systems in the nursery. Children's transitions into school are supported through strong partnerships with other providers. Attachments between children and their key person are strong. Children are well behaved because staff use praise and are positive role models.
- Risk assessments keep children safe and well. Safeguarding children is a priority within the provision. Effective management procedures, such as regular supervision monitoring, enhance staff performance. The self-evaluation process includes all stakeholders, and improvements bring about effective changes that benefit the children.

It is not yet good because

- Daily records about the children being cared for are not accurately kept up to date.
- Younger children's listening and understanding skills are not always maximised during their indoor play activities.

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.

Inspection activities

- The inspector looked at a range of documents including attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures which support the service provided.
- The inspector observed activities in all indoor and outdoor play areas used by the children and checked other areas of the nursery which are not used by the children.
- The inspector conducted a joint observation with the manager, held meetings with the deputy, the manager, the registered person and also held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Horn End Nursery was registered in 2002 and is on the Early Years Register. It is one of three nurseries run by the proprietor and operates from a single-storey building situated close to the centre of Stafford. The nursery serves the local area and has strong links with the local schools. It is accessible to all children and there is an enclosed area available for outdoor play. The nursery is open each weekday from 7.30am to 6pm all year round. There are currently 118 children on roll who are within the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, one holds level 2, the manager is qualified to level 4 and the registered person is qualified to level 6 and also holds Early Years Professional status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a daily record is kept of all children being cared for and their hours of attendance is accurate.

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

- minimise background noise so that younger children can hear and understand clearly, to further enhance their language and communication skills.

Inspection judgements

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

The teaching throughout the nursery is highly effective, ensuring all children's learning and development is well supported. The manager and staff show enthusiasm and have an in-depth understanding of the learning and development requirements of the Early Years Foundation Stage. All aspects of the children's learning are promoted because the management and staff are committed to providing an interesting and accessible environment that helps children's progress towards the early learning goals. The staff have a very good understanding about how to support the characteristics of effective learning and they have high expectations of the children they care for. As a result, children make good progress given their starting points. The staff ensure all teaching strategies have a strong impact on children's physical and communication skills, alongside their personal, social and emotional development. For example, the staff support older

children's language and communication through the use of open questions that encourage children to think critically as they play. Older children are also supported to be imaginative as they take it in turns to be the shopper and the shop assistant, counting real fruit and vegetables into the shopping basket in their role play areas. This, and the staff interactions, enhance children's imagination and communication skills very well. This also fosters their school readiness.

Older children explore mathematical concepts, such as beside, under and next to, as they chat with their peers and the staff sitting with them at the activity tables. Children are keen to answer open-ended questions about what they are doing. Toddlers enjoy joining in with their peers and the staff as they explore using their senses. For instance, they use a variety of flowers to mix with water to make perfume. The toddlers can be seen smelling the fragrance and talking about their findings with the staff. This helps children to find out about the world around them. Babies are also supported by the staff to explore media as they push their fingers through flour and paint and explore the feeling of jelly. During such times, children are supported by the staff who praise their efforts to 'have a go' and provide a running commentary so children begin to understand the language that supports manipulative movements. At times, however, such as when babies drop off to sleep, other children still playing are not always able to hear and understand the staff around them. This is because there are lullabies playing in the background which can sometimes be too loud.

All children enjoy learning in both the indoor and outdoor areas as they freely move between them. The outdoors provides children with opportunities to explore and be physically exuberant. For example, they climb and balance on a broad range of equipment, jump in and out of puddles when it rains and show great excitement as staff show them how to move around the maypole. Children also enjoy riding their tricycles and chasing one another around in the fresh air. This further builds on their physical development over time and helps to support their understanding of the world around them. The staff provide children with a range of outings to places of interest. This includes visiting garden centres, farms and woodlands and the local shops to buy real fruit and vegetables for their role play areas. Children also enjoy visiting the local theatre as the staff support their interests. To support children's interest in animals, the staff invite visitors to the setting. During such times, children see and talk about a variety of animals and insects, including reptiles. Children's own families visit the nursery to read stories, play instruments and talk about their jobs with the children.

The staff effectively ensure children's needs and interests are identified and met because they observe children as they play and plan for the next steps in their learning. Children's progress is tracked to ensure that there are no gaps in their learning and development. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their progress check at age two. The management and staff implement an extensive range of strategies to support positive partnerships with parents. For instance, parents share what they know about their child and add to children's learning journal documents. They come into the nursery for special events and they put together special boxes for their child. This supports children's

social and emotional development as they talk about the contents during circle time with their peers. As a result of very good two-way communication, children's care, learning and developmental progression is supported exceptionally well.

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

All parents, carers and their children are provided with a welcome and vibrant environment by the management and staff. The emotional well-being of children is fostered well because the key-person systems are strong. All staff spend time interacting with the children they care for. As a result, close attachments are formed between the staff and the children. Staff give meaningful praise and encouragement as children play, which enables them to manage conflict resolution appropriate to their stage of development. Strategies used by staff to support children's transitions are very good. For example, parents and their child meet with their new key person before children move on to their next base room. The communication between the nursery, other settings and school ensures that everyone is working together to identify and meet children's needs. As a result, children become ready for the next phase in their learning and school.

Older children self-serve their meals and pour their own drinks at mealtimes, thereby enhancing their skills in independence and furthering their readiness for school. Toddlers can also be seen cutting up their own fruit at snack times. Children's healthy lifestyles are fostered well because they play in the fresh air each day. They move freely between the indoor and outdoor areas making their own choices. Children's understanding about the benefits of physical activity is further enhanced when visitors come to the nursery. They encourage the children to move to music, get out of breath and be exuberant in their play. Children are provided with well-balanced meals by the on-site cook. The staff support children's own learning about healthy lifestyles. They talk to children about eating a good diet and they encourage children to brush their own teeth after meals.

The staff encourage children's awareness of personal safety through visitors, such as the lollipop lady, police and fire officers and by ensuring fire evacuation is practised by all children and staff. Information about the provider including details of the nursery and staff and a range of policies and procedures can be found on the nursery website. Recording of children's daily attendance, however, is not as vigilantly recorded by all staff and management at all times.

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

The inspection was brought forward following concerns raised about the provider's ability to meet the indoor space requirements, deployment of staff and child-to-adult ratios and the provider's records. The inspection found that the provider meets the staff-to-child ratio requirements and that the staff are very well deployed to ensure children's safety and well-being. However, the inspection found that information recording is not always accurate. This relates to ensuring the times of arrival and departure of all children are vigilantly recorded at all times. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. The staff undertake risk assessments in

all indoor and outdoor areas used by the children. Access to the premises is robustly monitored. Any visitors to the nursery are escorted to the manager's office once their identity is fully checked and they sign in. This helps to keep children and the staff safe. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training and are fully aware of the possible signs of abuse and what to do and who to contact should there be any concerns. A comprehensive whistleblowing policy is used by the staff to report any concerns about anyone working at or visiting the nursery. All staff have attended first-aid training, which further ensures children's safety and well-being. The recruitment procedures of the nursery are robust and include ongoing checks of the suitability of all staff to work with children. Any complaints are dealt with professionally, and the management ensure parents are informed of any investigative outcomes. The complaints policy and procedure and the log book are freely accessible to all parents. The nursery website is full of interesting and informative information about the provision.

The strategies in place for monitoring the teaching and learning programmes within the nursery are very good. This ensures children's learning and development is fostered well. For instance, senior staff observe practice and provide individual feedback to staff through supervision so that practice continues to improve over time. Yearly appraisals are also conducted with all staff. This ensures there are no weaknesses in staff conduct and that all children benefit from attending the nursery on an ongoing basis. Staff are well qualified and attend ongoing training to further enhance their already good awareness of how children learn through good levels of engagement. The continuing, targeted programme for the professional development of all staff ensures high levels of staff knowledge and understanding over time. The self-evaluation processes in place are good and include input from the provider, senior management, staff, parents and the children. Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis. This includes training. As a result of this, the staff made further improvements to the provision that impact positively on children's learning and development. For instance, mud kitchens were sited in the outdoor areas as well as a builder's yard role play area. Sensory areas have also been very well developed for children in their outdoor areas. In addition, fathers or other male members of the family were invited to come and make dens and have bacon butties with the children. This further enhances the parents to support their child's learning at home.

Partnerships with parents and other providers and professionals are effective. As a result, everyone works closely with the individual child to ensure their needs are identified and met. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. The relationships between the staff and parents are a key strength within the nursery. Parents speak highly about the nursery and the staff who care for their children as they identify the high levels of care and attention their children receive.

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	EY217093
Local authority	Staffordshire
Inspection number	968332
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	118
Name of provider	Deborah Elizabeth Barton
Date of previous inspection	05/08/2013
Telephone number	01785 609699

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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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