

Horn End Nursery

Wharf Road, RUGELEY, Staffs, WS15 1BL

Inspection date

12/05/2014

Previous inspection date

15/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

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The quality and standards of the early years provision

This provision requires improvement

- Partnerships with parents and other professionals are strong and supportive. Parents are kept well informed about nursery activities and their child's experiences and this promotes continuity in children's care.
- Staff understand how to promote the learning and development of young children effectively. Educational programmes routinely cover the seven areas of learning and support children's development in all rooms within the nursery.
- Staff develop strong attachments with children by developing warm caring relationships that enable them to feel confident and secure.
- All staff have a secure knowledge and understanding of child protection, which ensures they act appropriately to safeguard children.

It is not yet good because

- Systems currently implemented to record the hours of attendance for children are not robust enough to provide a clear record of children's arrival and departure times in all instances.
- Systems currently implemented do not always ensure the required progress check at age two is completed in a timely fashion due to lack of staff understanding of the process.

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 observed activities in the three playrooms and outside.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the deputy manager.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff members. The inspector also looked at a range of other documentation, including the safeguarding procedures.
- The inspector read the provider's self-evaluation form.

Inspector

Julie Preston

Full report

Information about the setting

Horn End Nursery opened in 1998 and is on the Early Years Register. It is situated in purpose built premises in the Rugeley area of Staffordshire and is one of three nurseries run by the same proprietor. The nursery serves the local area and is accessible to all children. It operates from three main playrooms, this includes a baby room, a toddler room and a pre-school room. All children share access to a secure enclosed outdoor play area. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status and two that hold level 6 qualifications. 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 80 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 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure records of children's hours of attendance include their times of arrival and departure in all instances
- ensure that all staff understand their role and responsibility with regard to the progress check for children between the ages of two and three years so that it is implemented effectively and in a timely manner.

Inspection judgements

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

Children are making good progress in relation to their starting points. This includes children who speak English as an additional language and children with special educational needs and/or disabilities. For example, staff work closely with the speech and language team to implement activities that support language development. Staff display a very good understanding of the Early Years Foundation Stage and how children learn. They routinely complete observations for every child and these are effectively used to gauge children's progress. This is recorded within individual children's tracker books. This enables them to link their learning accurately to the seven areas and to identify what children need to do next in order to progress. Staff also undertake assessments of children at regular intervals that include the progress check for children between the ages of two and three years and transition assessments for children moving on to school. These assessments mean that staff are able to readily identify where children may not be progressing as expected,

ensuring that appropriate intervention is put in to place to close any gaps. This information is regularly reviewed with parents, so they are well informed about their child's progress and of any action the nursery are taking to enhance their progress further. This is despite the fact that the progress check for children between the ages of two and three years is not always completed in a timely manner. Teaching is very good. Staff know the children very well and have high expectations for them. They plan a wide range of stimulating activities to meet their learning needs based around individual children's interests. As a result, children thrive and are well motivated to learn in this very nurturing environment. Children consistently demonstrate the characteristics of effective learning. There is a sharp focus on helping children to acquire communication and language skills and supporting personal, social and emotional development. Staff encourage older children to put on their own coats and do up their zips, which results in them achieving success in their independence and mastering skills to effectively support their preparation for school. Staff deliver a wide range of opportunities which promote and expand children's skills across all of the prime and specific areas of learning.

All children from babies to pre-school have opportunities to participate in a wide range of adult-led and child-initiated activities. Staff support children very effectively using a wide range of open-ended questions to actively make children think and extend their learning capacities. Children develop their physical skills in numerous ways as they run and climb in the outdoor area and dig in the mud kitchen. They show increasing dexterity as they build with construction toys and older children pour their own drinks, which develops their hand-to-eye coordination. Staff use mathematical language routinely as they play with children, increasing their awareness of number, size and shape. Children learn about the natural world in a wide variety of ways. For example, they grow a variety of fruits and vegetables in planters in the garden. Their communication and language skills are very good. Children's confidence and self-esteem is promoted well as staff provide them with lots of praise and encouragement for their achievements. The very experienced staff know how to integrate all areas of learning into activities that stimulate children and capture their imagination. For instance, they use the role-play area in the Toby Talls room effectively to help children learn about the world around them. They set it up for different scenarios, such as a dinosaur dig. Children decide upon a theme for the role-play area within group discussions on a monthly basis. Children are becoming curious about the world around them as they watch the traffic pass by or point out the wasps and worms they find when they play outdoors. Children play with sensory activities, such as moulding sand and shaving foam, where they learn about the texture and feel of differing materials. Children have easy access to a variety of fact and fiction books and enjoy using these in all rooms. They sit in a group or with a member of staff to enjoy a story, increasing opportunities to develop their knowledge and language abilities. Younger children enjoy painting, where they observe the marks they make. Older children are beginning to form and name individual letters by saying their sound. This demonstrates that children are developing a good awareness of early phonics to support their early reading and writing. Therefore, children develop the skills they need in many ways to be successful in their future learning and their eventual readiness for school.

Parents play a very active role in their children's learning and development in all base rooms. For example, at the onset of care parents are asked to share with the key person what they know in relation to their children's current stage of development, their likes and

dislikes. This helps staff to identify children's starting points and plan for their learning in the very early days. The nursery and staff team have numerous ways to share information with parents about the activities their children have been involved in. Staff encourage parents to share their observations of children's learning at home. They also keep parents updated extremely well regarding the activities children will be participating in. For example, by displaying them on the nursery website, sharing emails about planning and photographs of children enjoying experiences at the nursery. In addition to this, staff routinely share ideas for activities that parents can complete at home with their child to share in their learning experiences. Regular parents' evenings and daily verbal exchanges enable staff to share with them their children's next steps in learning and keep them updated on their child's progress.

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

Children's emotional well-being is very well supported. Settling-in procedures ensure staff know about children's individual routines, likes, dislikes and their current stage of development. Babies are cared for by staff who are exceedingly warm and sensitive to their needs. Staff build very secure attachments with babies by regularly sitting on the floor with them and interacting with them as they play. Toddlers enjoy being able to interact with staff at their level and regularly toddle towards their favourite member of staff for a cuddle. Older children have strong bonds with their key person, sharing information and achievements eagerly with them and going to them for comfort if they hurt themselves. This helps promote very positive relationships to help children develop a strong sense of belonging. The key-person system is successfully implemented and parents know who their child's key person is. Children are effectively supported as they move through the nursery and on to school. For example, the existing and the new key person discuss how the move can be most effectively managed to ensure a smooth transition. Teachers from local schools visit the nursery to get to know children prior to starting school. Staff share their knowledge of children and provide transition records for children. This helps children to settle and ensures a consistent approach towards their education and care.

Staff provide a calm and very welcoming environment that enables children to choose freely and make their own decisions about their play. Staff have a very good understanding of their key children and can explain each child's preferences to other staff to promote children's well-being. Children's independence is fostered in numerous ways. For example, children are keen to help tidy away toys as they become independent in taking responsibility for looking after the equipment they play with. Children tell staff when they are thirsty and find their own drinks as they learn to manage their own needs well. At lunchtimes, older children serve themselves food as they start to understand their own appetites and preferences. Children eat together in small groups and enjoy mealtimes as a sociable occasion.

Staff encourage children to adopt healthy lifestyles and to keep fit in many ways. Children learn about healthy eating from an early age through discussion, participation in activities and daily routines. Children enjoy a wide range of nutritious meals and snacks that the cook prepares on site. She ensures children's dietary needs are well met. Parents

supplement this by providing children with a healthy treat for after their snack in the afternoon. For example, children enjoy yoghurt and fruit that their parents bring in for them. Their regular outdoor play, which takes place in all weathers, and trips within their local community help children to understand the components of a healthy lifestyle. Staff work closely together and adopt a consistent approach to manage a range of children's behaviour. They praise children for their achievements, however, small. They help children resolve their own issues, such as slight squabbles by discussing the consequences of their actions. This promotes good levels of self-esteem and helps children to resolve their own difficulties. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start nursery or school. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. Children learn to keep themselves safe in a variety of ways, for example, by regularly practising the fire evacuation drill, by learning about road safety and through staff reinforcement of safe practices within the nursery. Children demonstrate that they are developing good skills to aid their readiness for school. For example, personal independence and the ability to share and to make friendships with their peers.

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

The inspection was brought forward following a number of concerns about the provider's ability to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The inspection found that the provider has failed to maintain an accurate record of the times children attend the nursery. This is a breach of requirements. In other respects, children's safety is given high priority by all staff. Staff are deployed effectively within each of the rooms to provide children with consistently good levels of direct support and supervision. Arrangements for child protection are very effective, as the management and all staff are expected to complete relevant training in local safeguarding children policies and procedures. This ensures staff have a secure knowledge of what to do should they have any concerns about a child, which contributes well to maintaining children's safety and protects their well-being. Effective staff deployment and safety practices help keep children safe. For example, there are daily safety checks of the environment both inside and outdoors prior to children arriving. Robust recruitment and vetting procedures ensure that everyone working with children is suitable to do so, with all new staff and students undertaking a relevant induction procedure when they join the nursery. Staff ratios are maintained and the management team monitors the ongoing suitability of all staff effectively through regular monitoring and appraisals. These procedures promote children's safety and improvement in the quality of provision well. Staff work exceptionally well together as a team. They are very knowledgeable and enthusiastic, demonstrating a high level of commitment to the setting and to further training. There are some effective staff monitoring systems in place, which means that staff are well supported and they are encouraged to further develop their qualifications. The regular staff meetings are used effectively to discuss any issues that arise, to share practice and to monitor the educational programmes for groups or individual children. Staff are informed about the care needs of children with medical conditions, with detailed information recorded for their guidance.

Documentation is efficiently organised in most instances. Detailed policies and procedures are regularly reviewed and are shared with staff and parents to ensure the safe and efficient management of the nursery. The arrangements for planning and assessing children's progress are regularly reviewed by the management to monitor and reduce any gaps in children's achievement. However, the progress check for children between the ages of two and three years is not always completed and this is a breach of the learning and development requirements. This occurs because staff do not have a full understanding of when they should complete this check in order for this information to be shared by parents with their health visitor in a timely manner.

The partnership with parents is very successful and ensures children get the support they need. A wide range of information is provided for parents, including accessible policies and information about the Early Years Foundation Stage, emails and regular newsletters. A daily two-way flow of information ensures staff and parents share an understanding of children's needs. Parents are very positive about the support their children receive. They say that the staff team are fantastic and that their children enjoy the welcoming environment provided for them. The manager and staff work effectively with other professionals, for instance, the speech and language team, in order to support children with additional needs and their families.

The manager and owner have a very clear vision for the nursery and continue to seek opportunities to routinely evaluate and enhance the provision for children. They are actively involved in the daily practice of the nursery, spending time in each of the rooms and monitoring the quality of teaching. Self-evaluation is effective in most instances as staff are reflective practitioners and continually appraise the activities they provide. This results in a detailed self-evaluation of the nursery and a targeted action plan being produced. All staff are actively involved in the process and the views of parents and children are valued and incorporated well. This enables the manager and owner to have a generally accurate view of the quality of the early years provision. This shows that they have the capacity to continue to improve and develop further the environment, care and learning available to children.

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	218440
Local authority	Staffordshire
Inspection number	968346
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	80
Name of provider	Deborah Elizabeth Barton
Date of previous inspection	15/03/2011
Telephone number	01889 584400

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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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