

# Hawarden House Private Day Nursery

22 Bury and Rochdale Old Road, Bury, Lancashire, BL9 7TZ

<b>Inspection date</b>	21/05/2014
Previous inspection date	14/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff and managers demonstrate a comprehensive understanding of how to manage any concerns about children's welfare. Risk is minimised well, indoors and outside.
- Staff make thorough plans to support all aspects of children's learning using precise observational assessments of children's progress. Children are prepared well for their next steps, including full-time school.
- Partnership with parents is well-established in supporting children's welfare and learning. The nursery works effectively with other agencies, when needed, to support children's needs.
- Evaluation of the nursery in order to bring about continuous improvement is purposeful, drawing on the views of parents and staff, as well as the owner's exceptionally long-standing experience in childcare and education.

### It is not yet outstanding because

- There is scope for the nursery to enhance the use of the outdoor area for children's imaginative play, by incorporating more resources that can be used flexibly.
- Observations by staff on each other focus on how activities can be enhanced and less on how staff can refine their skills, such as questioning techniques for supporting children's learning.

## **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 toured the premises.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.  
The inspector held a meeting with the owner, the managers and the Early Years Professional and spoke with staff, children and parents at appropriate times during the inspection.
- The inspector, owner and managers discussed the ways in which practice in the nursery is evaluated and examined documents related to this.

## **Inspector**

Jennifer Kennaugh

## Full report

### Information about the setting

Hawarden House Private Day Nursery is owned by a limited company and was registered in 1990. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a detached house in the Jericho area of Rochdale and is accessible to all children. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday for 50 weeks of the year, from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is an Honours graduate in a relevant subject with Early Years Professional Status. The owner manager is a qualified teacher and there are three unqualified apprentices working toward relevant qualifications. There are currently 34 children attending, who are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-, three- and four-year-olds. The nursery receives support and advice from the local authority and holds an Investors in People award.

### What the setting needs to do to improve further

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

- enhance the outdoor play provision by deploying a variety of resources in it that can be used flexibly for imaginative play, such as fabrics
- refine the peer observation system so that staff reflect on broader issues of their practice, as well as on how to extend specific activities, enhancing outcomes for children.

## Inspection judgements

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

Children make good progress in their learning, as key persons have detailed knowledge of how individual children learn, including those with special educational needs and/or disabilities and those who speak English as an additional language. Staff make plans for inclusive activities based on their observations of individual children's progress and use any information gathered about children's interests to motivate them in their learning. Educational programmes are well matched to children's ages, stages and resulting needs and as a result, children engage with activities provided. Additional planning is made for pre-school age children to teach them about letters and sounds, along with the earlier skills required by younger children for sustaining listening and attention, as well as distinguishing between different sounds. This means that children's learning in

communication and language, as well as early literacy is very well supported. Observations are made frequently on children's learning and these are compared to expected development for children's ages. Comprehensive assessments are made of children's learning using the observations, through tracking their progress in detail, including the progress check at age two. As a result, staff can see if progress is as expected, above, or below for their age and stage. This means that staff are able to address any gaps in learning that are perceived, so that early interventions can be made to help prevent future difficulties. The nursery makes effective use of partnership with the local authority for collecting and analysing children's assessment information, by using it to identify areas where groups of children can benefit from greater emphasis in planning. For example, the nursery has implemented additional planning for activities to help children learn about the wider world, including communities and people, the natural world and technology to support enhanced progress in this area of learning. There are various routes through which parents can become involved in their children's learning, such as, by reading books sent home, helping children to complete simple written tasks or meeting key persons at parents' information sessions. Parents are welcomed into nursery at all times, including for special events, such as the nursery's yearly open day. This provides good support for building partnerships for children's learning.

Babies are always busily engaged with activities to support their learning, which are either self-chosen or led by staff. For example, they use simple tools and their fingers to make marks in trays of cornflour and water mixture. Staff give them collections of small, brightly coloured tubs that can be nested or stacked to make marks in the mixtures. They tell babies the names of the colours and for older ones, ask them the colour names to check their learning. Staff count the tubs to familiarise babies with number names in readiness for later learning about their meaning. Very good use is made of singing with hand signing to reinforce babies' language development. Babies learn about taking turns because staff let each baby have a turn at selecting small soft toys from a bag in order to decide on the next song. This provides good support for their ability to learn social skills, as part of managing their own behaviour. Babies are confident to show staff what they would like to play with, using gestures, single words or vocalisations. For example, they are able to show staff that they would like more cars with the toy garage. When they show signs of losing interest, staff are skilled at returning their concentration to the activity, helping babies learn how to sustain this. This supports the concentration ability needed for later learning at pre-school or school. Staff read to babies to stimulate an early enjoyment of books and they ask babies what they can see in the pictures, providing words for this to extend the number of words babies hear. This supports development of early thinking and communication skills. Babies have independent access to a variety of cause and effect toys that play sounds or show lights when babies select the correct action, such as, pushing, turning or pulling. This provides the basis for early learning about technology, as well as extending their manipulative skills.

Children aged over two in the main building have free access to activities in two rooms, with a third room used for quieter, adult-led activities, such as learning about letters and sounds. They independently make use of materials for making collages in the creative area and staff harness the opportunity to encourage children to write their names on their creations, as described in their individual planning. They use the opportunity well, by getting children to think about the sounds in their names and ask them about the letters

that represent these, as children write them. This supports children's development in early literacy. Staff make consistent good use of activities to implement the individual planning for each child. For example, when children play with water and small toys outdoors in a large tray, staff encourage them to make different marks on the ground with brushes to develop their hand control. They suggest that children try to draw lines and show them how to paint faces on the concrete. This develops hand-eye control in readiness for later learning for writing. Staff help children to count the sea animal toys placed in the tray and also use the activity to help children learn the names of these, enhancing their knowledge of words. Staff plan inclusive activities when they identify gaps in children's learning. For example, activities about opposites, such as big and small are devised to meet children's needs. Staff help children to identify which animals in a picture are big or small and to cut them out, then sort and glue them in the correct places on paper. Staff reinforce learning about size by providing large and small construction bricks, after the paper activity, to accommodate children's different learning styles. Children have ongoing access to computers in order to learn basic skills, such as using a mouse to develop their hand-eye control. They take part in activities over the calendar year to learn about different festivals celebrated locally and around the world, such as, Christmas, Eid and Hanukkah. This supports children's learning about diversity in culture.

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

The nursery uses a key-person system in order to support children's emotional welfare and staff demonstrate a thorough knowledge of children, their routines and their preferences. They, therefore, provide good support for children's emotional well-being, which enhances children's likelihood of learning. Children's behaviour is observed to be very good and staff act as positive role models, praising children for managing their behaviour. The nursery makes effective use of rewards for good behaviour by giving children small responsibilities, such as carrying plates to other children at lunchtime. When children join the nursery, detailed information is obtained from parents in order to help children settle as rapidly as possible. Parents receive comprehensive written information about their children's care and activities as staff complete individual sheets for children under two years each day. Staff also exchange information verbally with parents at handover times and this is written in a communication book kept in each room, so that staff are well-informed to support children's welfare. Children's progression through the nursery is very carefully managed, with plenty of discussion with parents to support children prior to the process beginning. A highly individual approach to the length of time for visits required is taken for the move from the baby room to maintain children's emotional security, based on their varying individual needs. Detailed information to enable children's new key persons to settle them rapidly is passed on, such as their interests and dislikes, along with their progress in learning.

Resources and toys are highly accessible in all rooms and consequently, children develop independence because they are able to choose what to play with. Children's welfare is protected by a comprehensive range of policies and parental permissions, such as for applying sun cream and seeking emergency medical treatment. The majority of staff are qualified in paediatric first aid, in order to deal correctly with emergencies of this type. The

nursery provides a well-equipped outdoor area, which gives children opportunities to take reasonable risk in their play, combined with careful supervision in an environment which is adapted for the play of young children. For example, children can climb small ladders on climbing frames and jump onto soft surfaces to test their physical skills and develop whole-body coordination. However, less use is made of the outdoor area for supporting physical development through other areas of learning, such as during imaginative play, by providing resources that can be used flexibly by children.

Children show a good level of self-care and manage their personal hygiene appropriate to their age and stage of development. Staff talk to children about the importance of maintaining effective hygiene routines, such as washing their hands before eating. Children are also encouraged to brush their teeth after lunch. Consequently, there are varied opportunities for children to learn about maintaining effective personal hygiene. Meals are healthy, which means that children receive a balanced diet and learn about the food that contribute to this, such as fruit and vegetables. All areas of the nursery are clean and there are rigorous procedures for staff to help prevent the spread of any germs, such as at nappy changes. In addition, parents are reminded through notices not to allow others in behind them, to further support this and the policy detailing how the nursery responds to allegations is clearly displayed for parents in the entry area to ensure they are aware of this. Staff deployment is observed to be effective in supporting children's welfare and learning because children are supervised indoors and outside at ratios stipulated by statutory requirements.

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

Risk assessments and safety checks are thorough and reviewed as needed or annually, to ensure that they enable children to play safely and freely on the premises. The safeguarding policy is robust and the nursery follows the guidance of the Local Safeguarding Children Board in this, to ensure that correct procedures are in place. Staff have a comprehensive understanding of how to manage any concerns they may have about a child's welfare due to receiving external training on safeguarding. The owner, managers and staff are checked and vetted for suitability to work with children using the Disclosure and Barring Service. Procedures for recruitment and induction are robust, in order to ensure that children's welfare is protected and an effective staff team is developed and maintained. All documentation related to statutory requirements is completed meticulously to support the safe and effective running of the nursery. This includes maintaining records of any accidents children may incur on the premises and injuries that children have sustained when not in the care of the nursery, as part of safeguarding children's welfare. A comprehensive range of policies and procedures is used to maintain a high standard of care and learning for all children in the nursery. For example, the nursery implements a policy regarding supervision of new staff, which states that they must be supervised at all times during their probationary period while suitability checks are being completed. This is to prevent children being cared for by unchecked adults. Responsibilities of staff and managers are clearly defined to ensure that they have an understanding of how to carry out their roles to a high standard. In addition, prompts

for staff are displayed around the nursery, such as for the nappy changing procedure or activities that can be used spontaneously to support children's learning. As a result, staff are frequently reminded of the high standards of practice expected of them.

Staff plan educational programmes firmly based in the needs of individual children and groups of children. These provide good or better levels of challenge appropriate to their age and stage of development, so that children's progress is well supported. There are effective systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. For example, one of the managers attends meetings to moderate assessment which are organised by the local authority. This means that good practice or better to support children's learning is maintained throughout the nursery. Staff's quality of teaching is monitored regularly on an informal basis by managers, as well as by a peer observation programme. Unqualified staff receive weekly mentoring sessions and assignments from the owner in order to rapidly raise their skills. This enables any underperformance to be quickly addressed, so that all staff are clear about the high standards expected from them when working to support children's development. However, the peer observations have scope for further development as a tool for enhancing staff performance. This is because they are largely used for staff to enhance their ability to promote learning during specific activities rather than to refine transferable skills that benefit children at all times. Staff are supported to identify areas where they would like more training through regular staff meetings and also through their regular supervision meetings. This helps them to provide an enhanced level of care and learning for children by developing their skills through feedback and target setting, as well as extending their knowledge. The owner has lengthy experience in managing training needs for a staff team of wide-ranging qualifications and experience. This enhances the care and education provided by the nursery because staff are effectively coached and supported, irrespective of their stages in professional development.

The nursery has established close and highly effective partnerships with parents, who are overwhelming in their praise of the owner and staff for both their high standards of care and their constant enthusiasm with children. Partnership working with other agencies and professionals is effective, in order to maintain support for the range of needs of children attending the nursery. Parents have ongoing opportunities to contribute to the nursery's development, both through verbal and written means, in order to support the constant drive for enhancing the provision for children's welfare and learning. Staff have frequent opportunities to share information for the evaluation process with managers at the regular meetings and there is a strong culture of mutual support which further enhances staff practice. For example, three staff have worked in the nursery for between eight and 18 years, demonstrating high levels of work satisfaction. Overall, there is a highly purposeful and wide-ranging approach to evaluation of the nursery which is supported by the owner's wealth of experience over many years in providing for the care and learning of young children. As a result, the capacity for continual improvement of the nursery is robust.

### **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

<b>Unique reference number</b>	316456
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	969177
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Hawarden House Limited
<b>Date of previous inspection</b>	14/02/2011
<b>Telephone number</b>	01706 369 697

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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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