

Hornby Day Nursery Limited

1 Station Road, Hornby, LANCASTER, LA2 8JP

Inspection date	08/07/2014
Previous inspection date	11/11/2010

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		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 use effective teaching techniques to encourage children to think, express their ideas and communicate confidently.
- Staff plan a wide range of interesting and exciting experiences for children. The learning environment is bright, stimulating and supportive of children's development. As a result, all children make good progress in their learning.
- Staff's good knowledge and understanding of safeguarding and the clear policy in place to support practice help to keep children safe. The conscientious manager ensures good leadership and management of the nursery.
- Effective partnership working supports all children's continuity of care and learning.

It is not yet outstanding because

- Ongoing partnerships with parents are firmly in place, however, staff do not fully involve parents in identifying children's starting points on entry to the nursery.
- There is scope to maximise children's awareness of different cultural backgrounds and languages, particularly those of the children attending the nursery.

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 staff and children in all rooms of the nursery, during outdoor play and at snack and lunch time.
- The inspector held discussions with the staff and the children throughout the inspection.
- The inspector viewed documentation, including assessment and planning records, staff suitability checks and a sample of the policies and procedures.
- The inspector met with the manager to discuss the leadership and management of the nursery including self-evaluation, staff training and safe recruitment.

Inspector

Katie Sparrow

Full report

Information about the setting

Hornby Day Nursery Limited opened in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from purpose-built premises in the village of Hornby, near Lancaster. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.30am until 6.30pm all year round, except for Bank Holidays and two weeks at Christmas. The nursery also operates a breakfast, after school and holiday club for older children. Children are cared for across three playrooms and have access to two enclosed outdoor play areas. There are currently 114 children on roll in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently 10 staff working directly with the children. Of these, the manager holds a qualification at level 4, one member of staff is a qualified teacher, one has a degree and the remaining staff team all hold qualifications at level 3. 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:

- focus more precisely on parents' involvement in contributing towards children's starting points, in order for staff to accurately assess children's prior skills

- enrich the activity programme for acknowledging the cultural backgrounds and languages spoken of the children and families who attend.

Inspection judgements

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

Children thoroughly enjoy their time at the nursery. The learning environment is bright, welcoming and particularly well presented. Each room provides children with the freedom of movement and choice in their learning. There are a wide range of quality resources available that children use in a number of ways, to stretch their skills. Staff plan flexibly for the children, using their good knowledge of children's interests and developmental needs. The educational programme is interesting and exciting, offering children choice across all areas of learning. Staff have a good knowledge and understanding of how young children learn. As a result, children make good progress in their development. The quality of teaching is high. Staff support children's learning well as they join in sensitively with children's play. They suggest ideas of how to explore in different ways in order to support their learning further. For example, pre-school children enjoy play in the large sandpit. Some children decide to make some cakes, using the mixing bowls and cake tins

available. Staff suggest they devise a recipe of ingredients for their cakes and fetch some paper and pens. A member of staff models the process at first, writing down the things children say they are making. Children join in and write down the ingredients, forming the letters particularly well. Staff's quality interactions encourage children to explore their ideas further and extend their learning across other areas. Staff caring for the younger children are equally skilful in supporting their learning. Babies and toddlers enjoy time outside using water to make marks on the playground floor. Staff ask what they are drawing and some children make reference to the characters of a story they were read earlier that morning. Staff encourage children to recall what the characters looked like and if they can remember parts of the story, supporting children's thinking and communication skills well.

Children have wonderful opportunities across all areas of learning to explore and investigate. They enjoy using a wide range of natural resources in the sand play and they have access to a trolley with shells, pebbles, pine cones and sticks. Children learn about their local community and the world around them. Images displaying children and families from all over the world help children understand the concept of difference. Children sing and count in other languages, further supporting their understanding of the world. However, staff have not yet fully explored all ways children's home languages and cultures can be acknowledged and celebrated within the nursery, for example, through use of labels and print around the environment, traditional fabrics and music from children's home culture. The mathematics table has activities to encourage children to count, sort, measure, connect and match. Children demonstrate their firm mathematical skills as they talk about things being 'heavy' or 'light'. One child says to her friend, 'Why don't you see how heavy this is?'. The environment is rich in print and provides wonderful opportunities for children to develop their early literacy skills. They understand that print carries meaning as they are exposed to labels, magazines and print in various locations around the nursery. The well-planned, broad educational programmes help to ensure children acquire the skills, attitudes and dispositions they need to be ready for school.

Parents are valued within the nursery and are encouraged to keep staff up to date on changing interests and any new achievements, for example, through the home nursery communication books and good daily liaison. However, less information is gathered from parents when children first start with regard to what children can already do at home, helping staff to even more accurately assess children's prior skills to inform starting points. Children with special educational needs and/or disabilities are supported very well in their learning and development. Staff work closely with the other professionals involved to establish good links and the sharing of information. Staff use information and guidance from parents and other professionals to plan specific activities for the children, in order to support their individual needs.

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

Children's emotional well-being is high as a result of the well-established key-person system in place and effective settling-in procedures. Parents are invited to attend settling-in sessions with their child, which enables children to play and explore the new environment with the comfort and security of a familiar person nearby. Key persons

gather information from parents with regard to children's care needs and routines from home, which helps them to support continuity of care for children and build upon firm foundations for secure relationships. Children are equally well prepared for transitions within the nursery and on to school. For example, staff spend time talking to children about their new schools, teachers and things they are looking forward to. Staff provide uniforms in the school colours they will go on to attend as well as other school clothing and footwear. Children talk with great confidence and excitement about the colours they will wear to their new school. As a result of staff's good support and encouragement, children are emotionally prepared for their move to school. Children's behaviour is very good. This is a result of the high levels of engagement they have in their play. Children show good control over their behaviour and play in harmony together because staff are consistent in their approach to reinforcing positive behaviour.

Children demonstrate a firm understanding of the importance of healthy lifestyles and good hygiene. Staff talk to the children about playing outside in the sun and what they must remember. Children confidently say, 'It's hot outside, so we have to wear hats so our heads don't get burnt'. Children enjoy visits from a local dental hygienist, doctor and paramedic, giving them an in-depth understanding of those who help us and how we can manage our own health. Children have wonderful opportunities to develop their large muscle skills as they play with crates and tyres to build and climb on, use their weight to move the see-saw, climb on the climbing frame and steer wheeled cars. Children enjoy using their physical skills on the climbing wall. They negotiate height and balance as they climb along the wall, finding their balance on the small rock pieces before moving along. As a result of the well-equipped outdoor space and staff's close supervision, children are able to take risks in a safe environment and learn about managing their own safety.

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

The manager has a firm understanding of her roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, the nursery is led and managed efficiently. Well-written policies are in place and procedures are effectively implemented and understood by all staff to safeguard and protect children from harm. All staff have completed safeguarding training and, therefore, have a firm understanding of the steps that they would take if they have any concerns about a child in their care. The manager and one of the deputies are the designated persons for safeguarding and have both received relevant training to support them in their role. Robust recruitment procedures are in place to ensure staff are suitable to work with children. Detailed risk assessments ensure that children are kept safe as they play.

The manager takes a 'hands-on' approach to her role and contributes to all aspects of the daily routine. She makes informal observations of the staff during this time, enabling her to monitor practice and staff's interactions with the children. More formally, she makes termly checks on children's files to ensure staff are up to date and planning effectively for children's next steps. Staff provide tracking information on children's development for the manager to monitor and identify any gaps in development of groups of children. The

manager and staff are well qualified and have a strong understanding of how children learn. Staff are supported well by the manager, who is aware of the importance of ensuring the staff team remains skilled and knowledgeable. As a result, they attend regular training and implement their new skills into the nursery. Staff work collaboratively to reflect on the service they offer. Staff use systems of self-evaluation to highlight areas where practice is most effective, as well as areas for development. Support from the local authority is in place and staff use the feedback they receive to inform the nursery's development plan in order to maintain continuous improvement.

Staff share positive relationships with parents, who are made to feel welcome in the nursery. Their views are sought via questionnaires and the positive comments demonstrate that they are happy with the level of care and education their children receive. Partnerships with others are firmly in place. Staff work in partnership with the staff of the other early years settings children attend to share information on children's next steps and planning. They also work in close partnership with the other professionals involved in the care and development of the children attending. For example, key persons work with children's specialist consultants and local authority special educational needs coordinators to share information and contribute to a collaborative way of working to support children's individual needs.

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	EY411888
Local authority	Lancashire
Inspection number	874269
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	114
Name of provider	Hornby Day Nursery Limited
Date of previous inspection	11/11/2010
Telephone number	015242 22288

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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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