

Hoar Cross Day Nursery

School Hill, Hoar Cross, Burton-on-Trent, Staffordshire, DE13 8RB



Inspection date

1 April 2015

Previous inspection date

24 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always provide sufficient challenges to children during activities, as they do not consider what each child needs to learn next in order to progress. As a result, children do not make consistently good progress in all areas of learning and development.
- The quality of teaching is varied. Opportunities to monitor and observe staff practice are not used effectively to identify areas for improvement.
- Staff do not consistently maximise opportunities for children to develop their independence, in particular at mealtimes.
- The management's self-evaluation is not robust enough to identify all strengths and areas for development in order to set clear plans for improvement.

It has the following strengths

- Staff are warm and caring. All children form secure attachments with them, which supports children's well-being and confidence.
- Staff develop positive partnerships with parents and other providers, which promotes a shared approach to children's care and learning.
- Children have plenty of space to play and explore inside and outdoors, which enables them to follow their own ideas.

What the setting needs to do to improve further

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

- ensure children are supported in their progress in all areas of learning by using children's next steps to plan relevant and motivating experiences for each child as an individual
- improve the quality of teaching by conducting regular observations of staff in order to identify and address any areas for improvement.

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

- enhance daily routines to build on children's self-help skills and independence
- strengthen self-evaluation in order to prioritise areas for development.

Inspection activities

- The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector observed several activities in the downstairs rooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation including, Disclosure and Barring Service checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
- The inspector acknowledged the views of parents.

Inspector
Carole Price

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff offer an adequate range of activities to engage children, which means that they make satisfactory rather than good progress. Staff observe children in their play and identify their next steps in learning and development. However, staff do not use this information effectively to plan activities to challenge or extend children's learning. For example, children are encouraged to decorate an egg for Easter and are all provided with the same resources. Teaching is variable and staff do not consider the different ways in which children learn. Younger children are sometimes looked after in the same group as older children which means that, on occasion, individual learning needs are not considered. Children independently choose from a range of resources, which are accessible to them both indoors and outside. Children enjoy initiating their own play with the cars and other vehicles, which promotes their imaginative skills. Parents provide information from home about their children and speak to their child's key-person frequently, which promotes consistency in meeting children's needs.

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

Children enjoy their time at nursery. Staff provide an effective settling-in process, which helps children to settle quickly in their new environment and when they change rooms. This successfully supports children's self-esteem and emotional well-being for their next stage in learning. Children learn about how to keep themselves safe through practising regular evacuation drills. They show a good understanding of personal hygiene and independently wash their hands. Staff encourage them to be independent, for example, putting on their coats for outdoor play. However, staff do not consistently encourage children to take on responsibilities, such as serving their own food. Children have ongoing access to the outdoor area, which means they benefit from plenty of fresh air and exercise. They develop good large muscle skills as they use climbing apparatus and wheeled toys, and confidently navigate around obstacles.

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

Staff understand their responsibility to report any concerns they have about children or a member of staff. Therefore, children are safeguarded well and are secure in the nursery. The management team discuss the importance of staff undergoing further training to develop their knowledge and understanding. However, ongoing monitoring of staff through regular observations of their practice is yet to be implemented in order to ensure good-quality teaching. The manager has recently started to track children's progress across the nursery in order to identify any gaps in their learning. Although the manager regularly discusses the nursery with staff, she is yet to implement a robust self-evaluation process. This means that any areas for improvement are not addressed quickly or effectively. Parents receive information, through regular meetings with staff, about how they can support their child's learning at home. Partnerships with other providers are effective as information is shared, which promotes continuity of learning.

Setting details

Unique reference number	EY266582
Local authority	Staffordshire
Inspection number	860668
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	35
Name of provider	Carol Lesley Stokes
Date of previous inspection	24 November 2011
Telephone number	01283 575514

Hoar Cross Day Nursery was registered in 2004. The nursery employs four members of childcare staff, who all hold an appropriate early years qualifications. The nursery opens, from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

