

Hickory House Day Nursery Limited

5 High Street, High Street, Daventry, Northamptonshire, NN11 4BG



Inspection date

7 July 2017

Previous inspection date

18 February 2015

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- Some staff do not use observations and assessment effectively to plan activities that support and challenge children to reach the next stage in their learning.
- Leaders and managers are not wholly successful in monitoring staff practice and providing support and coaching so that all staff have a good understanding of how to fully promote children's welfare and learning. The quality of teaching is variable across the staff team.
- Self-evaluation is not robust enough to identify all areas where improvement is needed.

It has the following strengths

- Children's emotional security is initially addressed with a gradual settling-in procedure that is agreed with parents. Children are happy and confident, and the relationships between children and their key staff are strong. A planned change of room and key staff is shared with parents and organised well to meet children's emotional needs.
- Children's physical development is promoted effectively. They gain confidence and skills while playing on challenging large equipment and while involved in other activities. For example, staff challenge children to hop like a character in a story.
- Staff support older children's thinking skills effectively during conversations and when asking children questions.
- Children's mathematical development is promoted well by staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---|------------|
| ■ ensure that all staff make regular and precise assessments of children's learning and use information to plan suitably challenging activities to help all children make best progress | 31/08/2017 |
| ■ monitor and ensure that the quality of teaching is consistently strong across the staff team so that all children are challenged effectively to make as much progress as they can | 31/08/2017 |
| ■ ensure that staff supervision is effective in providing support and coaching for all staff to help them fulfil their responsibilities as well as possible. | 31/08/2017 |

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

- make better use of ongoing self-evaluation to identify areas where improvement is needed.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff and children throughout the inspection. She discussed teaching methods with the manager and the supervisor.
- The inspector held meetings with the manager and the supervisor. She looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The premises are safe and secure. Procedures for staff recruitment, selection and induction are appropriate. Staff complete child protection training online. Designated lead staff for safeguarding share information with staff about local child protection referral procedures, and information is displayed. All policies contain clear detail. However, in some areas of their work, staff do not demonstrate a clear understanding of how to put training and information shared with them into practice. Support and coaching for staff is not robust enough to ensure that all have a good understanding of how to fully complete all aspects of their role. Parents' opinions about the provision are positive.

Quality of teaching, learning and assessment requires improvement

Staff in the baby room do not consistently use what they know about children aged under two years to plan activities to ensure that every child makes the best possible progress. However, relationships are good. Staff interpret needs well as babies communicate through gestures and expression, although support for emerging speaking skills is not fully effective. Staff are alert to adapting activities and expectations for children aged from two to four years who are at different stages of development. They work effectively with other professionals to ensure that children who have special educational needs and/or disabilities receive the additional support that they need. Older children join with a staff member to find, identify and match shapes in the outdoor play area. Some toddlers choose to paint and staff encourage them to talk about their creations.

Personal development, behaviour and welfare are good

Despite some weaknesses in teaching and learning, children's personal, social and emotional development is strong. Staff promote children's self-esteem effectively and children behave well. Older children readily take turns and share. Children learn to keep themselves safe, for example they learn about people who help us when local fire fighters and community police officers visit. Children's health is promoted well. They are physically active every day and they are provided with nutritious food. Staff effectively support children's learning about families and traditions beyond their own experiences.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development as of variations in the standard of teaching. Although, overall children are steadily developing the necessary skills in readiness for their move on to school. Babies are learning to operate toys with buttons and simple mechanisms, and older children's pencil control is developing well. Toddlers are learning to manage their self-care needs independently. They enjoy joining with older children to play games, such as picture dominoes.

Setting details

| | |
|--|---|
| Unique reference number | 219941 |
| Local authority | Northamptonshire |
| Inspection number | 1090049 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 55 |
| Number of children on roll | 70 |
| Name of registered person | Hickory House Nursery Limited |
| Registered person unique reference number | RP907322 |
| Date of previous inspection | 18 February 2015 |
| Telephone number | 01327 703353 |

Hickory House Day Nursery Limited registered in 1996. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2, level 3 or level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 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.

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