

# Horn End Nursery

Wharf Road, Rugeley, Staffs WS15 1BL



<b>Inspection date</b>	1 August 2019
Previous inspection date	31 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers are passionate and ambitious. They reflect on the environment and practice. A clear development plan is in place. This helps them to continually enhance the nursery and maintain at least good standards.
- The environment is risk assessed indoors and outside. Staff carry out visual checks and act promptly to identify and address any issues. This helps to keep children safe.
- Staff routinely observe children and make assessments of their development. The educational programme is broad and varied. All children make good progress in their learning. Those with special educational needs and/or disabilities benefit from appropriate support.
- Staff are warm and friendly. They get to know children and are guided by their individual routine needs. Children are content attending the nursery.
- Children develop confidence and independence throughout the nursery. They can select activities and make choices about what they want to play with. Children enjoy helping their teachers with small tasks and learn to manage their self-care needs.
- Partnerships with parents, other providers and a range of professionals are strong. Staff share detailed two-way information about children's care and learning. This helps foster good continuity between nursery, home and all those involved in children's lives.
- Children of all ages benefit from outdoor play. However, staff do not consistently organise outdoor activities as well as possible, particularly for babies, to foster the highest level of engagement in outdoor learning.
- Managers have an overview of children's progress. However, they do not monitor the newly implemented assessment and planning systems as closely as possible to help promote continually excellent outcomes for all children.
- The quality of teaching is good. However, some staff are stronger teachers than others. There is scope to enhance staff's professional development even further to help build staff's confidence and extend their teaching skills.

## What the setting needs to do to improve further

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

- review the organisation of outdoor activities, particularly for babies, to help promote even higher levels of engagement in outdoor learning
- monitor the newly implemented assessment and planning systems even more closely to help promote continually excellent outcomes for all children
- enhance staff's professional development even further to help build their confidence and disseminate excellent teaching practice throughout the nursery.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of a planned routine with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff's safeguarding knowledge is strong. They have a very clear understanding of the signs and symptoms of child abuse, neglect and radicalisation. They know how to deal with different types of concerns. This helps to protect children. Managers observe staff's practice and offer them plenty of support. Staff are dedicated to their roles. They conduct research and benefit from training opportunities, including safeguarding. This has a particularly positive impact on the care provided. Managers network with other nursery managers, the local authority and a variety of professionals. This has a positive impact on the overall outcomes for children, particularly those requiring additional funding, help and support.

### Quality of teaching, learning and assessment is good

Staff plan activities for children in the moment, aimed at building on their interests and promoting the key next steps in their learning. Children have plenty of fun and enjoy attending. Babies enjoy sensory exploration where they can investigate a variety of materials and use them in different ways, such as wooden items, cereal and water. Toddlers enjoy playing with small-world play characters, animals and vehicles in a large tray, building with blocks and drawing. Pre-school children delight in role play. They enjoy making a pretend television and acting out scenes using it. They also like using recipe books and play food to cook with in the home corner. Pre-school children are also very creative. They like making characters out of potatoes and a variety of fruit or vegetables using cocktail sticks.

### Personal development, behaviour and welfare are good

The well-established key-person system means all children are allocated a specific person to help them settle in. Children quickly become familiar with their surroundings. The nursery is inclusive. Staff help children talk about and explore their similarities and differences. This promotes tolerance and respect. Staff manage children's behaviour in a consistently positive way. Children learn to share, take turns and play well with others throughout the nursery. Staff promote children's physical well-being effectively. They provide children with healthy snacks and meals and talk to them about the importance of eating a variety of fruits and vegetables and do activities involving this as well. Staff ensure children adopt good hygiene routines. Children routinely wash their hands throughout the day. Staff provide children with physical activities. Children take part in organised exercise sessions, including football and dance.

### Outcomes for children are good

Overall, all children are becoming successful learners. They are motivated to play, explore and find out more, particularly pre-school children. They can confidently express their ideas and learn to sit, listen and pay attention during group singing or story sessions. Pre-school children acquire literacy skills. They can match pictures to words during games and delight in reading with their teachers. Pre-school children also develop good mathematics skills. They can count items, group them and identify 'less' and 'more' when playing small-group games. Pre-school children are well prepared and fully equipped with the essential skills they need for the move on to school.

## Setting details

<b>Unique reference number</b>	218440
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10071264
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Barton, Deborah Elizabeth
<b>Registered person unique reference number</b>	RP513173
<b>Date of previous inspection</b>	31 March 2015
<b>Telephone number</b>	01889 584400

Horn End Nursery registered in 1998. The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, four hold appropriate early years qualifications above level 3 and one holds early years professional status. The nursery operates from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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