

Hale Day Nursery & Nursery School

Inspection report for early years provision

Unique reference number

EY437135

Inspection date

17/05/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hale Day Nursery is one of three nurseries and several out of school clubs owned by the same private providers. The setting was registered in 2011, and operates from a large detached house in Hale, near Altrincham, Cheshire. There is access to four fully enclosed outdoor play areas. A maximum of 65 children aged from birth to under five years may attend the setting at any one time. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year.

There are currently 106 children attending who are within the early years age group. Of these, 19 are in receipt of funding for free early years education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

There are 17 members of staff, including the managers who work directly with the children. Of these, one is a qualified early years teacher and one holds Early Years Professional Status. Of the remaining staff, two hold early years qualifications at level 6, two at level 4, nine at level 3, one at level 2 and one is unqualified. The setting receives support from the local authority and is an approved Sure Start Children's Centre provider.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual welfare and learning needs are successfully promoted with some outstanding aspects. Staff are skilled and professional and provide an extensive range of highly enjoyable activities and resources. Children make excellent progress as staff know them very well and ensure overall that all children have equal access to the wealth of experiences provided. The views of children and parents are an integral part of the provision and inclusive practice is firmly embedded in all aspects. Ongoing and effective systems to monitor and evaluate the provision ensure that strengths and most areas for development are swiftly identified. The provision's capacity for continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the record of risk assessment to ensure it covers everything which a child may come into contact with, particularly regarding the children's bathrooms
- improve further resources and activities to nurture children's respect for their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the well-being of children are given high priority throughout the nursery. Robust systems for staff recruitment and vetting and the ongoing confirmation of staff's continuing suitability at appraisal, ensures children's safety and welfare. Staff have a good knowledge and understanding of safeguarding policies and procedures, and their role in protecting children. As a result, children are safe and well protected. Most records, policies and procedures that support the nursery in promoting positive outcomes for children are well maintained. However, the record of risk assessment does not cover assessing risks in the children's bathroom. Nonetheless, effective staff supervision ensures this impacts minimally upon children's safety.

The owners and management team are actively involved within all aspects of the nursery. Together with the whole staff team they are enthusiastic and highly motivated towards providing excellent quality care and education for children. This is demonstrated through the nursery's ongoing commitment to continued professional development and further training for all staff. As a result, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the nursery.

Staff have a very good knowledge and understanding of individual children, and as a result their needs are well met. A comprehensive equality and diversity policy demonstrates a positive attitude and commitment to promoting inclusive practice. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported through the nursery's exceptional liaison with other professionals, parents and carers. The effective deployment of staff and use of high quality furniture, equipment and resources clearly benefits children, who thrive as a result of the environment they are in. Partnership with parents and carers is superb as staff fully involve them in every aspect of their child's learning and development. Displayed information, children's artwork and informative learning journeys clearly display to parents the exceptionally high quality care and education that is offered.

The management team are inspirational in striving for high quality and continuous improvement. Ongoing and comprehensive self-evaluation, which includes the views of staff, parents and children, ensures that priorities for development are mostly well identified and acted on. As a result, the nursery demonstrates an exceptionally strong capacity for improvement.

The quality and standards of the early years provision and outcomes for children

Staff have an excellent knowledge and understanding of the Early Years Foundation stage. All children, including babies, are extremely well settled, have fun and make good progress in their learning and development. High quality planning, ongoing observations and evaluations of individual children's progress

ensure their individual needs are well met.

Children fully participate in all group time activities and demonstrate a strong sense of belonging. The environment offers an extremely wide choice of experiences and interests to ensure that children receive rich and stimulating play experiences. Children's creativity is supported through very good access to an excellent range of role play equipment, construction toys and an extensive range of art and collage materials. Babies delight in exploring a tray of sand, shells and natural materials, whilst older children work collaboratively together to make a vibrant display of their favourite story character.

Children have good opportunities to learn about their own community. For example, recent visits from a donkey, as well as collecting eggs and feeding the nursery chickens promotes children's understanding of the living world. Children gain a good understanding of the wider community through well-planned, meaningful activities and a variety of resources. They learn to value and respect peoples' differences through the celebration of festivals and accessing resources, which positively reflect race, gender and disability. This is, however, an area for further development.

There is a well balanced mix of adult-led and child-initiated play. This, along with an appropriate use of praise and confidence building strategies, successfully teach children to behave well, respond enthusiastically and play cooperatively. For example, children and staff enthusiastically work together to build a dinosaur den or take turns to share binoculars on their bug hunt outdoors. Staff provide excellent and innovative resources to enhance children's development of communication, language and literacy skills. There is an extensive selection of books throughout the setting and children take great pleasure in reading them and listening to their favourite stories. They demonstrate excellent listening and concentration skills. For example, children know they need to keep quiet, try to listen and remember what is said at circle times, and delight in recalling this to the staff. Staff take every opportunity to develop children's technology, problem solving, reasoning and numeracy skills, through counting in many everyday situations and using the computer. Older children are extremely competent in recognising numbers and letters. They eagerly take turns to count how many children are present, and accurately respond to the initial sound in their name during group activities. As a result, children exhibit excellent skills for the future.

Children develop an excellent understanding of what constitutes a healthy lifestyle. All children enjoy and have great fun in the superb outdoor area where they can choose activities to develop their creative and physical skills. Staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy and freshly prepared snacks and meals provided. Children develop a good awareness of keeping themselves safe, and this is demonstrated through their safe practices using equipment. In addition regular evacuation drills further support children's understanding of keeping safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met