

# Hanford Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY317448       |
| <b>Inspection date</b>         | 06/05/2009     |
| <b>Inspector</b>               | Lynne Milligan |

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| <b>Setting address</b> | Church Lane, Stoke-on-Trent, Staffordshire, ST4 4QD |
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| <b>Type of setting</b> | Childcare on non-domestic premises |
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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.

## **Description of the setting**

Hanford Day Nursery first registered in 2005 and is situated on the outskirts of Stoke-on-Trent in Hanford, close to local schools, shops and parks. It operates from three rooms within a renovated old school, with an additional new purpose built annexe for babies. There is a secure enclosed main outdoor area, with additional outdoor areas for some of the rooms. The settings is accessible, with a set of small stairs leading up to the pre-school room in the main hallway. The nursery is open each weekday from 07.30 to 17.30 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 94 children may attend at any one time. There are currently 123 children aged from birth to four years on roll, of these all are in the early years age range. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with learning difficulties and/or disabilities and those with English as an additional language.

There are 23 members of staff, 19 of whom hold early years qualifications to at least level 2. The manager has a degree in early years and one member of staff is currently studying for a foundation degree.

## **Overall effectiveness of the early years provision**

The quality of the provision is good. Staff promote all aspects of children's welfare and learning with success. Children are safe and secure at all times. Provision for their health and emotional well-being is a key strength. Effective partnership with parents and extended family members contributes significantly to ensuring that the needs of all children are very well met and so they promptly receive any additional support they need. Regular self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

## **What steps need to be taken to improve provision further?**

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

- develop further staff's understanding of the safeguarding procedures, with specific regard to the procedure to be followed should an allegation be made against them
- ensure younger children's next steps clearly inform future planning and further develop staff's recording of younger children's next steps.

## **The leadership and management of the early years provision**

A key strength of this setting is the clear commitment to recruiting experienced and well-qualified staff from a broad range of backgrounds. A high proportion hold

relevant childcare qualifications. The supportive environment encourages staff to extend additional skills and professionally develop through attending courses and completing recognised qualifications. A well written and professionally presented range of policies and procedures are in place to underpin staff practice. These are presented to the parents in a welcome pack, in addition to a policy of the month that is displayed to further reinforce current practice. A key person system is firmly in place that enables staff to develop even more in-depth knowledge of children's individual needs and therefore ensure these needs are routinely and sensitively met. Various methods already exist for sharing information between staff and parents ensuring children are cared for in line with individual requirements and according to parents' wishes. Systems for communicating with parents about children's development are in place through such events as parents evenings.

There is a clear and supportive management structure which results in effective team working and creates a friendly and welcoming environment. The staff meet regularly to discuss their strengths and identify areas to develop to bring about positive improvements to further benefit the children. An example of this is the setting's plans to develop the outdoor area and to access funding for an interactive white board for the babies room. The setting has worked effectively to address areas for improvement raised at the last inspection showing a positive attitude to continually extending the service. Managers supervise staff and work alongside relevant professionals; taking on board advice and trying out new initiatives. Feedback from parents is actively sought and acted upon through questionnaires and daily chats. Furthermore, the management's commitment to inclusion supports their holistic approach to the importance of 'the family'. They are very sensitive to the needs of parents and ensure that extended family members such as grandparents are included, supporting and complimenting the care children receive at home.

Children's safety is protected well. Staff are vigilant in supervising children to ensure they remain safe. Most staff understand their responsibilities and procedures to protect children from harm or neglect but some are unsure as to the procedures to follow should an allegation be made against them. Risk assessments are conducted and updated to ensure the potential for accidents is reduced. Children's good health is promoted well. A high proportion of staff hold first aid qualifications ensuring children are appropriately cared for in the event of minor accidents. Established and effective systems are in place for safely administering medication. Dietary needs are respected and catered for with meals supporting a balanced diet.

## **The quality and standards of the early years provision**

Overall, children make good progress in development through the range of practical and enjoyable play experiences provided. Staff monitor and record children's progress and importantly are developing skills of using the information gained to plan a further range of activities to help children to build on the skills they already have. This effective practice is less well-established currently for the younger children as records do not consistently show children's next steps, with no clear indication as to how they are then used them to inform future planning.

The flexible routines of the day enable children to make the best use of their time and benefit from the variety and choice of activities and toys available. Staff plan themes for activities for all children based on their interests and experiences, thus engaging them in learning through play and keeping them active. Children explore the mini beast role-play area, developed following a child's recent experience of looking for worms. They grow 'grass' out of cress, placing flowers and large bugs amongst the carpet of cress and talking about their colours and size and how they may bite. Binoculars made by the children out of recycled toilet rolls are used to look for more bugs or to take a closer look at smaller ones as they examine their tentacles. Children excitedly talk about their findings as they investigate their space, crawling through the tunnel, imitating how worms move in the ground.

Frequently, children develop their creative skills making up stories with small world toys, creating models and pictures from craft resources and singing many nursery rhymes. They explore pitch and sound, matching words that rhyme as they learn the sequence of a song. Children use an abundance of mathematical concepts in their everyday play as they measure and mix ingredients. They compare space, weight and size using favourite toys such as dinosaurs that fully capture their interest. Their understanding of their local environment is developed as they create maps of their local area, plotting key buildings such as the post office, dentist and shops. They create roads indoors, with zebra crossings and lollipops, further deepening their understanding of the world around them and how they should cross the road safely. The outdoor area is used frequently to offer fresh air and physical exercise for the children. Many planned activities are extended outdoors as children move freely between the areas. Staff's skills in developing the use of this area enables them to provide wider learning opportunities for those children that particularly flourish outdoors, for example, developing areas for growing plants, quiet reading, drawing and extending mathematical knowledge and racing around on their cars or trucks.

The youngest children access a good range of resources that support their learning and development; exploring using all their senses. They feel the texture of materials during water play and when creating pictures with paint and collage materials. They develop hand-eye control pressing buttons on bright coloured toys and show delight in response to the musical sounds. Domestic-style furniture is provided, assisting staff in feeding babies comfortably in their arms and also providing a familiar resource for children to pull up on when developing early walking skills. Senior staff are skilled at providing a language-rich environment for the younger children to assist in their communication development. Older children use an increasing range of language during play and confidently talk to staff to voice their wishes. Circle time is carefully planned to introduce sign language to the children as they call out their names, saying good morning to their friends, staff and visitors. Behaviour is excellent and children are friendly and respectful towards each other. Staff warmly greet children, treat them with respect and show genuine pride at their achievements. As a result, children are extremely settled and very happy in the staff's company.

## 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*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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