

# Horn End Nursery

Inspection report for early years provision

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**Unique reference number**

218439

**Inspection date**

28/05/2010

**Inspector**

Mary Anne Henderson

**Setting address**

Egg Lane, Hixon, Stafford, Staffordshire, ST18 0PR

**Telephone number**

01889 271051

**Email**

hixon @hornend.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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*.

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## **Description of the setting**

Horn End Nursery (Hixon) is privately owned and was registered in 1990. It operates from a converted bungalow with three main rooms used by children in the village of Hixon, Stafford. The nursery is registered on the Early Years Register. They are registered to care for a maximum of 33 children at any one time and are currently caring for 60 children from three months to under five-years-old. Children can attend for a variety of days or sessions. There is an enclosed outdoor play area shared by all children on roll.

The nursery is open each weekday from 8:00am to 6:00pm all-year-round. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are nine members of staff working with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority. The nursery is a member of the National Day Nurseries Association (NDNA). The nursery also holds Investors in People and Quality Counts awards.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The staff and management work exceptionally hard to ensure positive relationships are fully developed with the parents and their children. There are also excellent relationships with other providers of the Early Years Foundation Stage which ensure high standards of inclusion for all children on roll. All indoor and outdoor areas provide an extensive range of opportunities to promote and extend children's learning across all areas of their development. The systems in place to evaluate the setting are very strong and include the identification of the strengths and areas for continuous improvement. All staff, management, parents and their children are meaningfully included in the systems. The capacity to make further improvement is excellent.

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

To further improve the high quality early years provision the registered person should consider:

- implement all areas identified for further improvement as outlined in the self-evaluation systems.

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

The leadership and management of the nursery is exceptionally strong. The staff are warm, caring and knowledgeable and work well together as a team to foster positive relationships with all parents and their children. Staff also liaise very

closely with other providers of the Early Years Foundation Stage which ensures consistency and inclusion for all children on roll. The risk assessment procedures are robust and include areas, equipment, toys and all outings involving the children. The children are secure and develop a strong sense of belonging to the setting. They show a strong understanding of how to keep themselves safe. All children are safeguarded because staff have undertaken child protection training and fully understand the procedures to be followed. All staff are suitably checked and vetted and they ensure the safeguarding policies and procedures are implemented and adhered to at all times.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language very well. For example, they work hard to ensure close relationships with the parents and other professionals to ensure children's needs are identified and fully met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in all routines and activities. The self-evaluation systems of the provision are excellent and include all management, staff, parents and their children. The capacity to make further improvement on an ongoing basis is very strong and is a key focus of the staff and management to ensure good outcomes for all children on roll. Improvements made since the last inspection ensure children's welfare is well maintained.

Engagement with parents is exceptional. The parents have free access to their child's profile which provides them with comprehensive documentation about their child's developmental progression on an ongoing basis. Daily verbal and written exchanges of information between the parents and the child's key person ensures children's needs are continually identified and met. Parents enjoy joining in with a range of nursery activities with their children and the staff. The parents have free access to the setting's policies and procedures at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy a range of outings to places of interest that are highly effective in extending their skills across all areas of learning. For example, they enjoy visiting Woolsley Bridge where they go on nature trails, do bark rubbings and follow work sheets to find various insects and they have a go at pond dipping. They also enjoy local walks to the church to learn about weddings and christenings and extend their learning through role play back at the nursery. Their learning is further extended as the staff talk to them about other places of worship such as temples. To extend the children's learning further the staff invite visitors to the nursery such as the local doctor who takes their pulse and talks to them about their health. Other visitors include parents who come in to talk to the children about their various jobs and cultural backgrounds including a dentist and parents that show the children how to put on a Sari.

The children are beginning to recognise the importance of a healthy lifestyle and those things that contribute to this. For example, they independently wash their

hands after using the toilet and before eating and talk about germs and healthy diets during meal times. The children are provided with an extensive range of healthy food which includes meat, fish, fresh vegetables and a broad range of fruit for snack times. Through discussions and topics they also learn about the importance of being physically active. The children are beginning to move with control and use a range of equipment to develop their physical skills. They have daily access to the outside areas where they ride trikes and scooters, climb and balance on large and small equipment and run around in the fresh air. Children are learning about the importance of keeping safe. They are all included in the fire evacuation procedures of the nursery. Children learn about crossing the road safely as they go on local walks. They also learn about road safety through activities and stories and as they use the outdoor play zebra-crossing and traffic light system. Children of all ages enjoy visitors to the setting such as the fire service and police officers who talk to them about their personal safety. The children show they feel safe and confident in their environment. They freely approach the staff for comfort and support as they need it. They also smile, giggle and play co-operatively with their peers, sharing and taking turns with the resources. Their artwork and photographs are displayed in their various play areas which fosters their sense of belonging very well.

Children are beginning to use information and communication technology to support their learning. Younger children enjoy using the push button battery-operated toys that make noises and have flashing lights. Older children enjoy free access to the computer which provides them with a broad range of challenging programmes that supports their problem-solving skills such as addition, subtraction, colour and shape recognition. Older children also enjoy using the information communication technology (ICT) white boards that record and play back their voices and also records their emergent writing skills. The children say and use numbers in familiar contexts and they count and recognise numbers. They do this as they use the various computer programmes and they like to count how many children are sat at the snack table and how many plates and cups are needed.

Children explore colour, texture, shape and form in two and three dimensions. They use recycled junk such as cardboard boxes to make large three-dimensional cars and aeroplanes that are displayed in the travel agent roll play areas. They also enjoy using various materials to make collages and they like to paint using their fingers, feet and paint brushes. Children enjoy dancing and listening to music to extend their imagination. They also like to make their own musical instruments and join in with one another during music sessions. Children of all ages enjoy using their senses to explore as they push their hands through jelly, shaving foam and gloop and talk about their findings.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with an extensive range of resources that reflect positive images of diversity including dolls, small world people puzzles and books. The resources also reflect positive images of disabled people. Children learn about the world around them through exploring festivals around the calendar year. For example, during Chinese New Year and Divali they eat various foods, colour in pictures and explore various story and reference books. They also like to make

cards and pictures as they explore festival days such as St David's day, Easter and Christmas.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| 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                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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 | 1 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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

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