

Hollyfield Nursery

Inspection report for early years provision

Unique Reference Number	228917
Inspection date	12 December 2006
Inspector	Yvonne Johnson
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hollyfield Nursery was registered in 1993. It operates from purpose built premises within the grounds of Hollyfield Primary School and serves the local and surrounding areas. The children have access to a secure outdoor play area.

The setting is open all year around, except for two weeks at Christmas and the last four weeks of the summer holiday; opening times are from 08:00 until 18:00. The setting offers a before and after school service to Key Stage 1 children from Hollyfield Primary School.

The setting is registered to care for 50 children at any one time. There are currently 125 children on roll who attend for a variety of sessions. Of these, 38 children receive funding for nursery education.

There are 13 staff who work with the children and over half hold relevant early years qualifications to level 3 or above. The setting receives support from the local authority and holds a Gold Quality Framework award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are actively and consistently learning about hygiene through the staff's good example and practice; they inspire the children's interest through discussion and by providing equipment to encourage their self-help skills, for example, extra large liquid soap dispensers and freely accessible paper towels. Older children know the importance of hand washing and talk confidently about the effects of germs on their bodies.

Children's health is strenuously safeguarded through the setting's policies and records; these are commendably organised to enable the required information to be located immediately and are exemplary in their level of detail, maintenance and review.

Children are given frequent opportunities to exercise in the purpose built playgrounds. Large fixed equipment is always available and is supplemented by a good variety of smaller, portable equipment, which the children are able to use to practise a variety of physical skills. Weekly swimming lessons offer older children opportunities to develop and refine their water skills and spontaneous opportunities for physical exercise are frequently taken, for example, sledging following unexpected snowfall.

Meals are prepared daily on the main school premises from fresh ingredients. They are carefully selected in advance by the nursery staff to meet approved dietary guidelines and to provide the children with opportunities to broaden their palates by experiencing new tastes. Snacks are nutritious and fruit is offered on a daily basis. Children are learning about healthy eating through practical activities, for example, growing vegetables and cookery activities. Older children are developing skills of independence as they freely access the drinks fountain. However, the present practice of younger children accessing their own drinks bottles, whilst offering excellent opportunities to develop skills of independence, does not fully safeguard the children's welfare, as the water bottles are sometimes interchanged.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting is gloriously exciting and stimulating; child-centred posters and examples of the children's creative work are attractively and extensively displayed, making an exceptionally warm and welcoming environment for all. The children enjoy independent access to an excellent range of toys and equipment, which is kept in a very clean and safe condition and which effectively fosters all areas of their development. A first-class range of technological apparatus, including state-of-the-art computers and audio systems, offers children the opportunity to explore the latest innovations in information and communication equipment.

The staff are very aware of possible risks to children's safety and have taken steps to remove hazards in the setting, however, not all plug sockets are re-covered after use. The children are actively learning how to keep themselves safe and participate in regular fire evacuations. The staff are creative in providing opportunities to reinforce aspects of personal safety, for example, the children use large zebra crossings and road crossing lollipops during role play to practise and refine their road crossing skills.

Children's protection from abuse and neglect is promoted through the staff's thorough knowledge of signs and symptoms and of reporting procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The children are able to engage in a stimulating and well-balanced range of activities and experiences, which helps them make progress in all areas of development. The staff have enthusiastically embraced the 'Birth to three matters' framework and are beginning to implement its principles within their practice, supporting the children in making decisions and choices and helping them to become autonomous learners.

Children's language and social skills are extensively promoted through the frequent questions asked of them by the staff, for example, about past activities and outings. The questions often challenge the children and make them think and staff listen carefully to the children's responses, enhancing self-confidence and self-esteem.

The quality of the teaching and learning of funded children is good. Children are interested and motivated to learn and participate eagerly in activities. Staff have a good understanding of the Foundation Stage and are competent with its implementation. Activities have clear learning outcomes and the children's assessments are used to inform future planning.

Children investigate objects and materials through a variety of exciting experiences and activities. They are able to observe and find out about features of the natural world as they propagate seeds and flowers and incubate and tend baby chicks; trips to places such as Tamworth Castle stimulate their interest in past times. Children particularly enjoy role-play activities, where they are able to recreate their past experiences; they are given frequent opportunities to explore shape, colour and form during craft activities, although their own creativity is sometimes constrained within an adult representation of the world.

Children are using mathematical ideas and methods to solve practical problems as they shop to buy ingredients for cookery activities. They are able to work independently and are developing skills of self-reliance and self-help as they freely access activities and resources. Children's sense of responsibility to their environment is fostered through small tasks and daily routines, for example, tidying away toys; they are learning to care for the wider environment as they participate in recycling schemes for common household consumables, such as mobile phones and printer cartridges.

Helping children make a positive contribution

The provision is good.

The staff have a tremendous commitment to equality of opportunity, they recognise children as individuals and as a result the children benefit from having their differing needs comprehensively met. Through discussion, the staff described a proactive and sensitive approach to caring for children with learning difficulties. Children are able to access a stimulating and meaningful range of resources and activities to actively raise their awareness of diversity and to promote their understanding of others. For example, role play equipment, cookery and craft activities provide exciting opportunities for children to explore other cultures and traditions. Peripatetic visitors, including wheelchair users, reinforce the children's understanding of disability.

The children behave very well; staff have high expectations of the children and strategies to promote positive behaviour are consistent, age-appropriate and positive. The children's spiritual, moral, social and cultural development is fostered. Younger children respond well to gentle

reminders to care for their environment, nursery resources and each other; older children are actively encouraged to resolve their differences through discussion, developing their skills of negotiation and compromise.

Children thrive through the first-class relationship that staff have built and strive to maintain with parents. Parents are warmly welcomed into the setting and an exceptional number of strategies are effectively used to feedback on children's progress and to exchange general information, including new developments in early years care and education.

The partnership with parents and carers of funded children is good. Parents' evenings are held every year and staff provide parents with regular information about their children's progress; however, the information is not clearly linked to the progress the children are making through the stepping stones towards the early learning goals. Leaflets and posters keep parents fully informed about aspects of the Foundation Stage and how the activities offered support their children's learning.

Organisation

The organisation is good.

The children are able to actively explore and investigate as a result of the well-organised use of space, which has been very effectively planned to enable them to participate in a variety of stimulating activities. Their sense of security and belonging is fostered through the presence of a consistent staff team and a well-organised daily routine, which has been thoughtfully planned to anticipate and meet their needs.

The children benefit from the good practice of the well-qualified and skilled staff and the setting's commitment to continuous improvement ensures that all staff are kept fully informed of current trends in child care practice.

Children's welfare is very effectively promoted through the staff's excellent organisational skills and all records and policies are exemplary in their level of organisation and review.

Leadership and management is good. The staff regularly review the provision and the children benefit as a result of the improvements they strive to implement. There is a real commitment to the promotion of quality care and education for young children, evidenced by the strong programme of initial staff training and continuing professional development.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to revise the admissions policy for the holiday play scheme. The policy now meets all requirements.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that steps are taken to safeguard children's welfare with regard to children's drinking bottles
- ensure that all electric plug sockets are made safe or inaccessible at all times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that opportunities for children to recreate their own creative interpretations of the world are consistent throughout the year
- ensure that parents are provided with information that clearly shows their children's progress through the stepping stones to the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk