

# Helen Howes Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	311270
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Ann Webb
<b>Setting address</b>	559-565 Bradford Road, Birkenshaw, Bradford, West Yorkshire, BD11 2AQ
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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

Helen Howes Day Nursery opened in 1989 and is privately run. It operates from the lower ground floor at the rear of the Co-op building in Birkenshaw village. Children have access to a secure outside play area. The premises are accessible to people with limited mobility.

The nursery is open each weekday from 8.00 to 18.00 all year round excluding Christmas and bank holidays. There are 63 places for children in the Early Years Foundation Stage. The nursery also offers 15 places for children aged between six and seven years before and after school and during school holidays. Children occupying these places share the same facilities as the children in the early years age range. There are currently 66 children on roll, 64 of whom are in the early years age range. This provision is registered by Ofsted on the Early years register and both the compulsory and voluntary parts of the Childcare Register.

There are nine permanent staff members, all of whom hold relevant childcare qualifications. The setting receives support from the local authority. The nursery is a member of the National Day Nurseries Association and is accredited with the Kirklees Early Quality Assurance scheme.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Clear evaluation enables the setting to identify many areas for development and to implement targeted improvements, for example, the development of the outdoor play area. The nursery promotes most aspects of the children's welfare well, ensuring that they are safe and secure, feel included and able to make a positive contribution, however, details of existing injuries are not recorded and there are limited opportunities for children to become interested in the natural world during outdoor play. There is a well established and professional working partnership with parents and other providers who are kept well informed of all issues relating to their children's care and learning.

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

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

- maintain a record of existing injuries to children
- further develop a range of activities which will encourage the children's interest and curiosity in the natural world with regard to the outdoor area.

## The leadership and management of the early years provision

The staff and manager of the nursery work well together and strong team relationships ensure that all the staff are included in the evaluation of the settings strengths and weaknesses. The staff create a homely learning environment which

leads the children to safely and confidently explore their environment with wonder and excitement. The day to day routines and procedures are well organised, relaxed and unhurried which successfully enables the staff to respond effectively to the children's individual interests and needs.

Most required records and documents effectively support the children's welfare and learning and the staff have a good understanding of their roles and responsibilities. They have a mostly sound understanding of how to protect the children in their care, however, information regarding existing injuries to children is not recorded. Consistently applied procedures, such as emergency evacuations and monitoring access to the premises further ensure the safety of the children and supports the children's understanding of how to contribute toward their own safety.

Strong partnerships with parents and other providers enable the nursery to develop services and efficiently support children's learning. Parents comments are sought and valued and are used positively to make continued improvements to the provision. The setting has a very good capacity to make improvements. Since the last inspection a reorganisation to the laundry area has improved children's safety in toilet areas and an increase to mark making and mathematical experiences supports the children's development of language, counting and coordination skills.

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

All children make good progress in all areas of their learning both indoors and outdoors. For example, older children are beginning to understand about different types of transport. They make boats with sails and take them to the water tray to see if they float. They talk knowledgeably about a raft they have made and the treasure chests on pirate ships. The children are beginning to understand what is expected of them, they listen to the staff, take turns and are happy to share their toys with their peers. They behave well and respond positively to praise and encouragement.

Babies and younger children explore treasure baskets using their senses to smell the lemons and feel the fir cones, supported by caring and confident staff. Secure relationships are well established between adults and children and the children flourish in the friendly, language rich environment. Their confidence and independence is very well developed, they make their own choices from a range of spontaneous and themed activities which are tailored to meet individual interests and learning needs.

The children are able to make a positive contribution toward their own hygiene and health, they know that they need to wash their hands after toileting and before they eat and make healthy choices at snack times enjoying the variety of fresh and dried fruit. During their everyday play the children explore colour and texture and express themselves well through creative play. Their physical development is appropriately promoted through active play and dance indoors and a range of large equipment in the outdoor area, however, this area does not provide experiences to explore the natural environment.

The staff observe the children with developing skill and confidence. They use their observations to track children's progress and to inform the planning for further learning experiences for individual children. Information between providers makes a good contribution toward the consistency of the provision and information about the children's progress is shared informally with parents.

## 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

<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?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<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?	2
How well are children safeguarded?	2

### Quality and standards

<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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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

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