

Hocus Pocus Day Nursery

Inspection report for early years provision

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Inspection date

21/06/2011

Inspector

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Type of setting

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.

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Description of the setting

Hocus Pocus Day Nursery was registered in October 2003. It operates from a converted semi-detached property and uses all three floors. The nursery is accessible to all with ramps to the front and rear of the building and a lift to all floors. It is situated in the Haulgh area of Bolton, Lancashire. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. All children have access to enclosed play areas, a sensory play room and a soft play room. There are two rabbits on the premises, housed in the garden.

There are currently 132 children aged from birth to under five years on roll. Children come from a wide catchment area. The nursery provides funded early education for children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is owned by a limited organisation and there are 25 members of staff, which includes two cooks and a housekeeper. The nursery manager is qualified to degree level and the daycare manager holds a relevant foundation degree. Eight staff hold a level 3 qualification in childcare and eight staff hold a relevant level 2 qualification. Four staff are currently working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for overall by a competent, caring staff team who are generally deployed well to meet children's all round individual needs successfully. They use the Early Years Foundation Stage very well in practice so that children make good progress in their learning and development. Recording and documentation is fully in place to support children's well-being, health and welfare very well. Staff work effectively with parents and other professionals to ensure that children's overall care is consistent. A clear system of reflective practice is in place so that a high commitment to continuous improvement is apparent.

What steps need to be taken to improve provision further?

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

- ensure that older children's choices and preferences are not limited by adhering to set grouping of children
- ensure that there is consistent, adequate supervision particularly in the rising three-year-old age group to ensure that their needs, activities and safety are sufficiently supported at all times.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded, as the manager and deputy are secure in their knowledge of what to do if they are worried about a child's welfare or have any concerns about staff suitability. Robust recruitment, selection and induction procedures are followed for new staff and they all have Criminal Record Bureau checks (CRBs) carried out before starting. Staff complete a yearly annual declaration to state that there have been no changes in their circumstances that may affect their suitability and a clear whistle blowing procedure is in place. Risk assessments are robust and up-dated regularly and weekly health and safety checks are done routinely so that any hazards are minimized immediately. Accidents and incidents are monitored, logged and cross referenced so that the manager can act on any particular trend or problem that may emerge. Any outing is fully risk assessed before children attend and as a result of audits they up-date policies, such as the lost child and safeguarding procedure, to come in line with current practice. Thus, children are safe and very well protected.

The recommendations from the last inspection have been addressed, which has improved staff's knowledge on managing behaviour and enhanced the safety and learning opportunities for the children. The deputy takes responsibility for monitoring practice throughout the nursery but this is done in collaboration with staff. She regularly carries out room reviews to observe and help staff to reflect on their practice, to establish any action and improvement plans. Therefore, there is a clear vision and a strong ethos to ensure that a process of continuous improvement is in place.

Toys and equipment are sturdy and age appropriate and all rooms have areas where children can sit quietly and comfortably for songs and stories, or access messy, creative play, role play equipment or table top toys easily. Children are cared for in rooms in line with their stage of development. Routines are generally good to meet children's individual needs and staff are mostly well deployed throughout the nursery. However, some set routines for the older children, such as putting them into smaller groups without acknowledging their preferences, on occasions limits their independent choices regarding what they would like to do. The nursery provides a fully inclusive environment. The building is adapted very well to meet the needs of any users with a disability and the environment is rich in signs, notices, numbers and positive images that reflect home backgrounds and differences of the children and families that attend. Any child with special educational needs and/or disabilities is fully supported within the nursery as the staff work very well with parents, other professionals and outside agencies as necessary when intervention is required. This ensures that children's welfare, care, learning and development is consistent. Staff also work effectively with teachers from the local school as they come in to visit the pre-school children in the nursery environment or children are taken on visits to their new schools in small groups, which successfully helps them with transition.

Partnerships with parents are good. Settling-in visits are flexible to meet individual children's needs and parents receive a welcome pack, which contains relevant

information pertaining to specific rooms. A wealth of useful information and photographs of children at play is displayed for parents, and the child's key person gathers 'all about me' information to ensure that children's individual routines, preferences and development stages are taken into account. Annual questionnaires are sent out, analyzed and fed back to parents with any action taken as a result of the findings. Parents and carers are also encouraged to write their comments for display on the flower in the entrance hall. Positive comments include, 'it is friendly and welcoming, the staff are fantastic' and 'it's like one big happy family.'

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

Staff have a very good understanding of the Early Years Foundation Stage framework, therefore they use this in practice well. Long term planning is generally done around topics, cultural events and seasons, but is delivered flexibly as they plan weekly activities based around their observations on children, some of which are spontaneous and others are focused. This helps staff to understand what a child can do, what they will need to provide to assist children to move on in their development and learning and to track their progress. A good mix of child-initiated and adult-led activities are provided that cover all the areas of learning and promote good outcomes. For example, children have previously enjoyed a visit from a mobile animal handling company where they were able to handle and talk about different insects. Visits from fire fighters, a police officer and the 'lolly-pop' person also help them gain a good understanding of staying safe. Pre-school children also attend regular swimming lessons which promote their confidence and general health and well-being.

Children clearly enjoy their time in the nursery as they are cared for by an enthusiastic, caring staff team who work well together. Older pre-school children eagerly sing number songs and rhymes using the letters of their name alongside props and images, which helps them to develop an understanding of calculation and letter sounds in a fun, meaningful way. They use cameras independently to take photographs of their brick towers and are very pleased with their achievements. Key staff manage the three-year-olds whole group time well; for example, when they talk to them about the 'golden rules' children confidently state why they should not run in the nursery as they will get 'lumps and bumps' and how they will be kind to their friends by sharing toys, thus demonstrating a good understanding of staying safe and learning how to respond to the feelings and wishes of others. However, adequate staffing and supervision in the rising three-year-old room is not consistent to ensure that the children's needs, activities and safety are sufficiently supported so that they are able to sustain and carry out these rules. Staff are very well deployed in the older baby room and the children are very busy. They are very animated, concentrate on tasks well such as putting the wooden hoops onto the pole and they become excitable during tidy up time, shouting and imitating adults as they help to put toys away. They make very good attempts to join in with singing, with most managing to finish the end phrase of a familiar song enthusiastically.

Substantial healthy meals, cooked on the premises by trained cooks, ensure that

children's nutritional needs are met well. Two-year-olds enjoy lunch time, which is well organized and calm. They are helped to learn good social skills as they sit in small groups at tables with the support of a staff member who eats with the children. They chat about who will pick them up and where they will be going, demonstrating good emerging language for thinking. Children get plenty of fresh air and exercise as they play in the garden or are taken for walks daily no matter what the weather. They love to be outside and two-year-olds happily put on waterproof suits and some manage to put on their own Wellingtons. Staff help them to pour water down the pipes and they manage to catch it in buckets at the end. Staff throughout the nursery follow very good hygiene practices with the children so that they are protected well from cross-infection. All children are self-assured and their behavior is good. For example, during planned phonic activities pre-school children confidently guess words correctly that begin with certain letters then receive meaningful praise from staff, and toddlers happily clap when they have finished their singing. Therefore, children's self-esteem is successfully enhanced.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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