

Herald House

Inspection report for early years provision

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Inspection date	28/07/2011
Inspector	Julie Quinn

Setting address	150 Station Road, Amersham, Buckinghamshire, HP6 5DW
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Type of setting	Childcare - Non-Domestic

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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

Herald House is run by Daybreak Nurseries Ltd and is one of three nurseries owned by the company. The day nursery opened in 2004 and operates from six rooms in a three-storey building. It is situated close to the train station in Amersham, Buckinghamshire. A maximum of 48 children may attend the day nursery at any one time. The day nursery is open each weekday from 07.30 to 19.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 60 plus children aged from three months to under five years on roll. Of these, 21 are funded for nursery education. The nursery provides care for children who speak English as an additional language and children with disabilities and /or learning difficulties. The day nursery employs 25 staff. Nineteen of the staff, including the manager hold appropriate early years qualifications. Six staff are working towards a qualification. One member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning is well supported and as a result they are making good progress in their development. They can access most activities independently. Effective arrangements are in place to ensure children's safety. There are strong links with parents and carers and the nursery are working exceptionally well with partners and the wider community. Those in charge have an accurate understanding of the strengths and areas for development and are successfully driving forward to secure improvement although parents are not fully involved in this.

What steps need to be taken to improve provision further?

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

- consider ways children can freely access resources and material to support their own learning, particularly in relation to creative development
- explore how parents can be fully involved in contributing to the evaluation of the nursery practices.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding. There is a clear policy and designated staff are responsible for child protection and children with special educational needs and/or disabilities. A range of other policies, including equal opportunities, are in place and shared with parents to ensure they are aware of the nursery's professional responsibility. There are systems in place to ensure the

suitability of staff. Risk assessments are completed and a record of these maintained.

Resources are generally well deployed, particularly staffing which is a strength of the setting. Children are supported by a large team of well qualified staff which means that children are able to make good progress in their learning and development. Adults appropriately and actively promote equality and diversity; they have a very inclusive approach highlighting diversity rather than differences. Staff are encouraged to develop their skills and knowledge and to go on to further their qualifications and are supported and mentored by the Early Years Professional whose impact on leading practice is clearly evident. There is a wide range of equipment and activities available which children can generally access for themselves. However children cannot always independently access resources that promote creative development.

The nursery is highly committed to working in partnership with others and takes a lead in establishing effective working relationships. They have established good working relationships with the speech and language service using their knowledge of child development to support plans for specific children. They are proactive in supporting pre-school children with transition to school. They work closely with those in their immediate community to support learning and development and to extend children's experiences beyond the nursery.

The nursery has a highly positive relationship with parents and carers and relationships are well established ensuring each child's needs are met. Good systems of communication have been established so that parents and carers feel that they are kept up to date ensuring that they have coordinated, accurate and timely information. They are kept well informed about their children's achievement, well-being and development. Staff work alongside parents to ensure that children receive consistent guidance.

The nursery regularly reviews their practice and has robust systems in place to ensure that all staff are able to contribute. However these systems have yet to include parents. Directors and managers meet to discuss the self evaluation and draw up plans to enable the nursery to develop further and to decide on priorities for leading the setting forward. The setting have recently embarked on the use of a quality assurance scheme to support their development.

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

Children make good progress in their development due to the ability of the staff to identify children's next steps in their learning and development. Staff use their observation and assessments to record progress and plan appropriately for individual children.

Children enjoy opportunities both individually and in groups to write and draw. They interact enthusiastically at story and song time. They eagerly access

mathematical games to reinforce pattern, shape and number. They are curious to explore in the sensory garden, finding mini beasts hidden in the undergrowth, watering their herbs, vegetables and strawberries, as well as keenly identifying all the plants they are growing. They explore, climb and balance on a variety of activity frames and rocking equipment within the outdoor area as well as engage with adults playing action and ball games. Babies are beginning to develop their early fundamental skills actively exploring treasure baskets with curiosity and interest. Games, equipment and toys are accessible to the children. However, resources and materials to support creative development are not always available for children to access independently. Children are confident and freely approach adults to ask questions and engage them in their play.

Children have good opportunities to learn about others for example during 'disability week' they have the opportunity to use physical aids, explore using other senses whilst blindfolded, meet a dog that supports the blind as well as experiment with mouth and foot painting.

Children are learning to adopt a healthy lifestyle. Their food is nutritious, freshly cooked before delivery to the nursery. Mealtimes are a sociable occasions where children are able to discuss the benefits of healthy eating with staff. Children learn about the importance of eating five pieces of fruit and vegetables a day using a coloured chart that teaches the children about vitamins. Water is readily available throughout the day, indoors and outdoors. They wash their hands before eating and after using the toilet facilities.

There are effective measures within the nursery to ensure that all children learn about safety. Children are taught the importance of sun cream; everyone wears a sun hat with children encouraged to wear a different hat if they are not keen on their own. Pre-school children learn about road safety when walking to their new schools with nursery staff. All children enjoy playing together and have a mutual respect for each other and the early years staff. They listen carefully when spoken to by staff who sensitively but firmly support positive behaviour.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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