

# Hurley Nursery Ltd

Hurley Primary School, Heanley Lane, Hurley, AATHERSTONE, Warwickshire, CV9 2HY

## Inspection date

Previous inspection date

22/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very happy and settled in the friendly and relaxed atmosphere of the nursery. Their health and well-being is given high priority and they feel secure in the care of the staff with whom they have very good relationships.
- Children are very well safeguarded in the nursery as staff have a thorough knowledge of child protection procedures and the premises is secure. Daily risk assessments ensure children's safety is well protected.
- An extensive range of exciting and stimulating learning opportunities allow children the freedom to develop their own interests and learning patterns so that they make very good progress in all areas.
- Staff work very well together as a team and there are highly effective systems in place to monitor and evaluate all aspects of provision. Staff are enthusiastic and very well motivated in providing the best care for children.
- There are strong partnerships with parents and carers and other professionals. Information on children is shared so that their individual needs are met and parents are fully involved in their children's learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main play room, the school hall and the outside learning environment.
- The inspector held meetings with the manager of the nursery and the headteacher of the primary school.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Hurley Nursery Ltd. was re-registered in 2012 on the Early Years Register and is managed by a committee. The nursery serves the local area and operates from a portacabin on the site of Hurley Primary School in Hurley, Atherstone. There is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday from 9am until 3pm during school term time only. Children attend for a variety of sessions.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. There are currently 22 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop further the ongoing training and professional development of staff, in order to maintain the high-quality provision in the nursery so that children continue to receive stimulating and challenging learning experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

All staff plan very effectively together to ensure that all aspects of the seven areas of learning are covered. They are very knowledgeable about how children learn through play and provide exciting, enabling environments both outdoors and in the play room, so that children have the freedom to develop their own interests. Children are able to extend their learning as their key person recognises that they have their own styles of learning and is able to provide resources and activities to enhance this process across the seven areas of learning. Each child's key person observes them at play and builds on their learning by incorporating their next steps into their activities. A highly effective system for the assessment and monitoring of children's progress allows staff and parents to see clearly how children are progressing in each area and enables them to identify areas where a child is above or below expected levels of development. This informs planning for each child so that their individual needs are fully met. Activities are continually evaluated and adapted according to children's interests and understanding.

Children explore their environment through their walks around the local area. They visit the post office and the shops and find out about nature, living things and develop an extensive range of skills in their own wooded area. They collect leaves and other natural objects, use magnifying glasses and build dens. Children built an African hut with the help of staff. This is related to their current theme through which they are learning how children live in parts of Africa. They cooked and ate some African food and found out

about animals and the environment and made comparisons with their own area. Children enjoy exploring a wide range of art activities and media, such as making African masks to wear in their music and dance sessions. They experience playing and listening to African drums and dancing alongside the group who come to nursery to teach them about the music and sounds. Children learn to count and use mathematical skills through planned and spontaneous activities. A child decided they needed chairs for the children who were acting as the five currant buns in the song, so he arranged four chairs and the other children say he needed 'one more to make five'. A phonics scheme is used well and children learn to recognise the sounds and shapes of letters through activities, which the staff make fun. Children practise writing letters and numbers in different situations, such as when they pretend to be a doctor, writing down the patient's information, which shows they understand the purpose of writing. Children are very confident and independent in their use of the computers.

Parents are fully involved in their children's learning through their contributions to their progress records. They bring in photographs of their children's activities at home or from holidays and write comments for their 'learning journals'. They help children to choose books to take home to read together and continue activities they are interested in. Parents are involved in many events organised by the nursery, such as fundraising for charity or coming in to talk to the children about their jobs. They attend baking sessions and Christmas carol singing sessions with the children and are very well informed about the Early Years Foundation Stage and how their children learn through play.

### **The contribution of the early years provision to the well-being of children**

Children develop their physical skills very well through the use of the mats and apparatus in the school hall, as well as the nursery's own climbing and balancing equipment. They are confident in their movements across beams and mats and are imaginative in finding ways to move like different animals. They climb on the trees in their wooded area with supervision so they are learning to challenge themselves and take acceptable risks. Children develop their independence very well as they put on their own coats, dress and undress for movement sessions with minimal help from staff and visit the bathroom on their own. They learn about making healthy food choices through growing some of their own vegetables and in their cookery activities. They have access to water throughout the day and are provided with healthy snacks.

Children are taught to keep themselves safe as they are aware of each other and are careful when moving around so that they do not hurt anyone. They wait until each child has moved off the mat before they take their turn. Staff help them to resolve disputes fairly so that children learn to share the toys and take turns. A group of children play happily together with a recording device and take turns to speak and listen to each other's voices. Behaviour is very good and all staff and children have excellent relationships. Children's opinions are valued and they enjoy being praised for their achievements, which builds their confidence. They enjoy showing the masks they make to the other children. They feel secure as staff are caring and children are able to look at the photographs of themselves and their families on display in the nursery. Children enjoy talking about their

families and what they do at home. A child who is upset is calmed and distracted well by a member of staff when she asks him to help her put a mat away. He is pleased to be given the responsibility and is settled for the rest of the day. Children cooperate well in their play. For example, two children build a tower together with the bricks and a small group plays with some toy figures as they all contribute ideas for what will happen next. Children's transition to school is eased considerably as all children who attend the nursery move up to the primary school. They are familiar with some areas of the building as the nursery uses the hall and children spend time in the reception class in the summer term before they start, so they get to know the staff. The nursery and reception classes perform a Christmas play together so that children get to know each other.

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

There are highly effective systems in place to monitor and evaluate teaching and planning and to identify areas for improvement. The manager is monitored by the headteacher of the primary school and the chair of the committee. The local early years advisor visits regularly to help staff evaluate their provision and suggest improvements. The manager observes the staff as she works with them each day and areas for improvement are identified through formal appraisals and informal, ongoing discussion. Targets are set for improvements in provision and for staff training and professional development. Staff are highly motivated and keen to develop this further. There is an ongoing improvement plan to which all staff contribute so that they are continually adapting and providing worthwhile and challenging learning experiences for children. Parents' views are sought and included in the improvement plan for the nursery.

Children are very well safeguarded in the nursery as the manager and staff have up-to-date training and a thorough knowledge of child protection procedures. Effective policies are understood by staff and daily risk assessments ensure children are safe in all areas of the nursery. The premises are secure and robust recruitment procedures ensure that all staff are suitable to work with children. The manager has valuable experience in working with outside agencies in relation to child protection procedures and strong links have been established. The nursery staff work closely with parents and other professionals, such as speech therapists and health visitors, to fully support children with special educational needs and/or disabilities. They have very close links with the primary school and other local early years providers, including a children's centre. They share information about children with their childminders and other settings, so that their learning is complemented and all providers are fully informed of their progress. Children's records are passed to the reception teachers and their progress is discussed so that children's needs continue to be met once they leave the nursery.

### **What inspection judgements mean**

#### **Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY448291
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	798651
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5

<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Hurley Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07785225905

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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