

Hackenthorpe Hall Nursery

Inspection report for early years provision

Unique reference number 300887
Inspection date 10/08/2009
Inspector Geneen Yvonne Hulse-Brown

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Type of setting 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

Hackenthorpe Hall Nursery opened in 1999 in a adapted 17th century Manor House in the Hackenthorpe area of Sheffield. It is a privately owned nursery, which serves the local community and surrounding areas. Children have access to five large playrooms, with access to kitchen, staff room and toilet facilities. Access to the premises is via a flat egress to the front of the building. The nursery has a secure grassed and all weather outdoor play space.

A maximum of 62 children may attend the nursery at any one time. There are currently 98 children aged from six weeks to under five years on roll and children attend for a variety of sessions. The nursery opens from 7.30 am to 6.30 pm, Monday to Friday, all year round. The group provides funded early education for three and four-year-olds . The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register and offers holiday play care for children aged five to eight years. The nursery supports children with learning difficulties and disabilities and children who speak English is an additional language.

A team of 18 staff are employed to work with the children on a full and part time basis and all hold appropriate early years qualifications. The nursery employs two ancillary workers in addition to two owners. The setting receives support from the local authority consultant teacher team and the Pre-school Learning Alliance. They have established links with other providers of early years care and education.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very confident, self-assured and motivated as they make active choices in a stimulating environment. The well-established staff team work co-operatively together to provide a broad range of fun activities personalised to children's individual needs and interests. Strong links facilitate effective partnerships between parents, carers and other providers of care and early education. There is a firm commitment to the ongoing improvement of the service offered, as staff clearly demonstrate a clear understanding of the settings strengths and identify areas for improvement. Successful promotion of children's safety and well-being ensures that they make good progress in their all round learning and development.

What steps need to be taken to improve provision further?

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

- consider providing older children with additional opportunities to extend their independence for example at meal times
- review planning and organisation of routines to allow children to make independent choices between indoors and outdoors.

The leadership and management of the early years provision

The well-organised management team effectively support staff to work cohesively together and motivate them to develop good quality practice. There have been few changes within the team ensuring continuity of approach and the development of strong and trusting relationships with users. Staff's good knowledge and understanding of the Early Years Foundation Stage (EYFS) framework enables them to complete accurate observations and plan activities tailored to individual children. As part of their evaluation process, the staff identified areas for improvement with regard to planning, observations and assessment systems. In response, they have started to implement new systems that clearly identify children's next steps in the learning process. The nursery has robust systems in place for recruitment and selection, supported by regular appraisals and team discussions to evaluate the service offered and reflect on practice issues. The setting demonstrates an ongoing commitment to developing reflective practice to improve outcomes for children. Staff access ongoing training and development opportunities both in house and externally, sharing what they learn together to build on their understanding.

Well-established relationships with parents and carers ensure consistent and effective sharing of children's progress and achievements. Parents receive regular updates on what their children do at nursery through discussions, use of diary sheets, questionnaires and parents evenings. The setting has recently implemented systems for parents to record activities and experiences children have enjoyed away from nursery. These observations will contribute to children's development records, however, uptake this practice is in its infancy. Effective use of notice boards and displays show what children do on a daily basis, informing parents about the EYFS. Parents are happy with the setting and value opportunities to discuss their children's development with staff, as they approach them with confidence. Successful systems are established to ensure children's transition to school is well organised. Teachers from the local school visit nursery prior to children moving on, establishing good links and ensuring continuity of learning and care.

Well-experienced staff demonstrate a robust understanding regarding their roles and responsibilities in safeguarding children. The consistently implemented comprehensive range of policies and procedures reflecting the EYFS effectively promote children's welfare. Regular reviews of the extensive risk assessments identify changes and areas for improvement. Parents access information regarding policies and procedures via notice boards, letters and displays in the nursery entrance. Effective deployment of staff throughout the nursery ensures that children receive high levels of supervision, whilst learning to manage their own safety in a controlled environment. Staff make good risk assessments to maintain children's safety both on the premises and on outings.

The quality and standards of the early years provision

Children enjoy their time at nursery as they enthusiastically undertake a broad range of stimulating and fun experiences together. They are motivated to make choices as they plan their own time and make good progress in all areas of learning. Children are self-assured and confident as they move freely around the setting making independent choices within the routines of the day. Daily access to well resourced and interesting outdoor areas provides children with space to run, climb, explore and enjoy fresh air as they develop their understanding of keeping healthy. However, on occasion routines can limit children's independent choice between playing indoors and outdoors. Children laugh and giggle together as they pedal bicycles, collect mini beasts, such as ladybirds and snails, which they later inspect through magnifiers. Well-planned outdoor areas successfully extend indoor activities as children enjoy sand and water alongside larger apparatus. Staff's good understanding of the EYFS enables them to plan a broad selection of well-planned activities that effectively promote children's learning and development. The newly adapted observation, planning and assessment systems clearly chart children's progress and identify their next steps.

Children enthusiastically explore early problem solving skills, as they use numbers to count the number of birds as they look at books and recognise shapes as they make patterns in paint. They competently use maths language as they pick out the 'little bun' when modelling with play dough, count as they use computer programmes and fit shapes into the appropriate slots. Children display differing levels of concentration as they complete simple and more complex jigsaws dependant on age and ability. Free access to mark making materials provides children with many opportunities to develop pencil control as they make lists in role-plays and younger children make simple marks on paper. Children extend their vocabulary as they listen intently to stories and chatter together making up stories and recalling events. They enthusiastically recall going on holidays and swimming in a big pool with excitement as they hold conversations with children and adults alike. Older children recognise their names as they find their names at the table for lunch.

Children's are developing a good awareness of their environment as they enjoy outings to the post office to post letters and visit the local café. They investigate both indoors and outdoors with increasing curiosity. Babies and non-mobile children enjoy planned access to the outdoor area, where they play with balls, climb on small frames and push prams around the play area. Babies can watch older children climb and chase around from the safety of their prams as they play with rattles and enjoy good interaction as the children come to play and talk to them. Although at present, the outdoor area is not used to its full potential. Children approach visitors with confidence, including them in their play as they offer buns made of play dough and show off models with pride. They question what the inspector is doing and why they are there, as they curiously investigate the laptop. High levels of praise and encouragement from staff ensure children develop good self-esteem, as they enjoy warm and caring relationships with staff. Children are valued and respected, which in turn aids them to manage their own behaviour, take turn and share. They remind each other to share as they play with

modelling tools, construction and work co-operatively fitting train tracks together. Babies and younger children enjoy warm and caring relationships with familiar staff that use cuddles and facial expressions to develop early communication skills. Well-resourced and freely available craft materials ensure that children enjoy many opportunities to explore and extend their natural creativity. Planned and spontaneous activities provide younger children with many tactile experiences as the splash in water, run their fingers through sand and feel paint on their hands. Good photographic evidence is on display and in children's records, clearly showing their progress and achievements.

Staff successfully promote children's health and well-being, as they use topics to talk about our bodies and learn about healthy eating at meal and snack time. Children sit together in small groups to enjoy social meals times, with babies and younger children's home routines followed as appropriate. Older children make choices at meal times and carry their plates with increasing care, although they have limited opportunities to serve themselves and further promote their independence. Sensitive reminders help children to learn safe practice and take acceptable risks as they play. They learn how to negotiate internal stairs with increasing skill and how to cross roads safely on outings.

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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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