

Highcroft Day Nursery

Inspection report for early years provision

Unique reference number	EY316284
Inspection date	27/05/2009
Inspector	Mary Anne Henderson
Setting address	5 Porthill Bank, Newcastle-Under-Lyme, Staffordshire, ST5 OLR
Telephone number	
Email	
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

Highcroft Day Nursery opened in 2005. The nursery operates from a two storey purpose build building in Newcastle-Under-Lyme in Staffordshire. The nursery serves the local and surrounding areas. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 18 children from babies to under five years old on roll. Children attend for a variety of sessions. The nursery supports children with special needs and those children who speak English as an additional language. The nursery opens five days a week from 07.30 to 18.00 and is open all year round.

Seven members of staff work with the children. Of these, six have early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3. Currently one member of staff is working towards a recognised early years qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the effectiveness of the early years provision is good. There are positive relationships between the parents, carers and the staff. Other providers of the Early Years Foundation Stage (EYFS) are consulted to ensure the individual needs of every child are identified and met. This ensures inclusion. The indoor and outdoor areas provide a good range of opportunities for children to learn and develop. The nursery shows a sound commitment to improving the provision for all children on an ongoing basis. There are systems in place to monitor and evaluate the provision and the capacity to make further improvement is sound.

What steps need to be taken to improve provision further?

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

- promote the good health of children ensuring diffusers are mounted on all fluorescent lighting
- provide a range of programmable toys, as well as equipment involving ICT, such as computers

The leadership and management of the early years provision

The leadership and management of the nursery is good. The staff provide a warm and caring environment for all children and their parents and carers. The positive relationships between the staff and parents and carers ensures the needs of all children are met. The staff liaise with other providers of the Early Years Foundation Stage (EYFS) which promotes inclusion. There are systems in place to monitor and evaluate the quality of the provision. The parents, children and staff are meaningfully involved in the process. The capacity to make further improvement

on an ongoing basis is strong. Improvement made since the last inspection ensures children's welfare and learning are well maintained.

The risk assessment procedures to identify health and safety hazards within the nursery includes areas, equipment and toys. However, diffusers have not been mounted on the fluorescent light fittings around the nursery. Risk assessment procedures also include all outings involving the children. The children are protected because the staff undertake safeguarding training and are aware of the procedures to be followed. Staff ensure hygiene procedures are implemented.

Partnerships with parents is strong. Parents have free access to their child's learning and development files which provide parents with information about children's observations and their ongoing progression. This is further supported through parents evenings and daily written and verbal exchanges of information between the parents and the child's key worker. Parents also have free access to the setting's policies and procedures.

The quality and standards of the early years provision

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, children know to wash their hands before they eat and after messy play. They are also keen to brush their teeth following meals. Children are learning about the importance of good hygiene and a healthy lifestyle through discussion and activities. They chat about the importance of a healthy diet and the effects of physical activity on their bodies with each other and the staff. Children are provided with a varied diet which includes meat, fish, pasta, vegetables, salad and a range of fruit for snack times. The children are beginning to recognise the importance of personal safety. For example, during outings they learn to cross the road appropriately supervised by the staff. They also explore road safety through discussion, stories and role play activities. Children are involved in the fire evacuation procedures of the nursery which further promotes their understanding of personal safety.

Children find out about their environment, identifying features and noticing the natural world. They enjoy local outings to places of interest. This includes walking round the town to see the various buildings and going into the shops and the post office and also visiting the library to look at the books. Children also enjoy local walks to look at nature and feed the ducks. To broaden children's learning about their community visitors are brought into the nursery. This includes the local fire officer who calls round with the fire engine and talks to children about safety issues. Also, the local nurse visits the nursery to talk to the children about her role in the community.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy using the trikes and being involved in ball games in the outdoor play areas. Children also enjoy local walks to the park where they use the large equipment to practice their balance and climbing skills. They enjoy music and movement sessions with their peers and the staff. This promotes their creative development. Children's creative development is further promoted as

they help themselves to pencils and crayons at the writing area. Here, children have a go at writing their name, draw around stencils and scribble in diaries. The children are well behaved and have a sound regard for one another and the adults around them. They are keen to work together to tidy up and are able to share and turn take with the resources. Children confidently approach the adults asking questions and chatting about their home life.

The children say and use numbers in familiar contexts and they count and recognise numbers. They enjoy colouring in pictures and counting how many objects on the page. They also enjoy counting the boys and girls sat at the snack table. During these times, staff encourage the children to think about one less and one more. During local walks the children look at and recognise the numbers on houses. As children play with the dinosaur toys they explore the concept of big and small and are encouraged by the staff to use mathematical language.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity. This includes playing with dolls, dressing up in the home corner and reading books depicting various cultures and people with disabilities. Children's learning about festivals is extended as they eat various foods such as samosas and noodles and explore the various festivals through art work and discussion. Children also enjoy making cards and paintings pictures to explore St David's day. This promotes children's learning about the wider world. Children are beginning to explore technology. They enjoy using push button toys during role play. However, the children do not yet have sufficient access to a range of resources to promote their interest in information communication technology. This includes access to a range of programmable toys and computer programmes.

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