

# Heworth House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	321560
<b>Inspection date</b>	17 January 2008
<b>Inspector</b>	Linda Cook
<b>Setting Address</b>	Heworth House, Melrosegate, York, North Yorkshire, YO31 0RP
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<b>Registered person</b>	Lyn Dyrdal
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Heworth House Nursery opened in 2000. It operates from four rooms on the ground floor of a detached Victorian house in the Heworth area of York. The nursery serves the local and surrounding areas.

There are currently 45 children aged from five months to under five years on roll. This includes 11 who have funded nursery education places. Children attend for a variety of sessions. The setting currently supports children with learning difficulties or disabilities and who have English as an additional language.

The group opens five days a week, 51 weeks of the year and is closed on bank holidays. Sessions are from 08.00 until 18.00. Nine staff, some full time others part time, work with the children. All of the staff have early years qualifications at NVQ level 2 or 3. Two are qualified early years teachers. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are protected from the spread of infection because they are cared for in a clean, hygienic environment. For instance, staff frequently check and clean critical areas, such as tables, toilets and changing facilities throughout the day and follow effective procedures when handling food. The spread of infection is further reduced because of the clear sickness policy that is shared with parents to ensure children with infectious diseases do not attend until they are well. Children learn to keep themselves healthy because staff talk to them about good hygiene practice and healthy living. For example, children know why they wash their hands before eating as they explain it is because they get dirty and germs make you ill.

Children enjoy a good range of nutritionally balanced meals and snacks, including many different tastes and textures and lots of fruit and vegetables. Freshly cooked food is attractively presented and this encourages the children to try new tastes and eat healthily. Children develop independence as older children use child size cutlery confidently to eat their meals. Babies are encouraged to feed themselves with finger food and drink from lidded cups. Staff find out from parents about children's individual needs, such as dietary requirements and sleep routines, and make sure children eat and sleep according to their needs.

Regular opportunities for outdoor play contribute to the children's overall good health. They play outside most days and participate in physical activities inside, such as moving and controlling their bodies in action rhymes. Children move confidently and safely, indoors and outdoors, successfully negotiating space and obstacles. Hand-eye co-ordination is fostered in a range of activities, including filling containers and using small tools. Children becoming mobile are well supported by staff who ensure there is clear floor space for babies to crawl, however, a lack of domestic style furniture limits the opportunities for young children to pull themselves up on to their feet as they begin to stand and learn to walk.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment. The effective systems in place ensure that children can play freely and are safely supported by the vigilant staff. For example, the bell system into the nursery ensures no one enters without authorisation. All visitors' identifications are checked and their presence recorded. Children learn to keep themselves safe by taking part in regular fire drills and staff carefully explain the reasons behind the behaviour boundaries that are in place. Risk assessment are undertaken covering all areas of the nursery and include outings.

Staff are well equipped to safeguard children's welfare as they have sound knowledge and understanding of child protection issues. Child protection training is prioritised with the majority of staff having attended training. This ensures staff fully understand their roles and responsibilities for protecting children. However, the child protection policy does not reflect current practice.

All children are grouped appropriately according to their age and stage of development. They are greeted warmly on arrival by the staff team and are eager to go off to their chosen play. While there are some restrictions on the available space the three nursery rooms are well

organised to effectively support the children's varying ages and stages of development. There is a good range of resources in the nursery which are age appropriate and generally well organised at child height. This is particularly evident in the pre-school room. However, in the toddler room while there is an easel and chalk board, paint and chalks are not always available throughout the day and similarly at times the sand pit remains covered until after snack time. This restricts children's opportunities to instigate their own play and learning.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the nursery. They arrive happily, enthusiastically greet the staff and their friends and quickly become absorbed in the day's activities. Those who are new to the setting or who are reluctant to say goodbye to parents and carers receive individual attention from sensitive staff. They gently support and reassure them with their close presence, gradually encouraging them to become involved. Children form good relationships with each other and enjoy being part of a group. For example, they all become involved and begin to join in with an increasing range of songs and action rhymes.

Young children enjoy a balanced range of developmentally appropriate activities. Throughout much of the session, they have the freedom to initiate their own activities and explore at their own pace, which helps them develop confidence. However, at times not all activities are sufficiently well resourced.

There is a good balance of children engaged in solitary play, children playing with their friends and children involved in activities where they receive adult support. For example, children play cooperatively with small world resources, some explore creative materials with staff while others concentrate on playing in the sand tray.

Staff are continuing to develop planning and assessment systems using the 'Birth to three matters' framework to ensure young children are actively engaged and make progress in all areas of their development. The planned activities for babies provide opportunities for them to explore natural and man made objects which feel and sound different and they become engrossed as they explore the texture of foam.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Key staff have a good knowledge and understanding of the Foundation Stage and use this well to support children's learning. Others have only recently become involved in the planning and are still developing their skills. Equipment and resources in the pre-school room are used well to provide a well-balanced and stimulating learning environment.

A variety of teaching styles are used effectively from individual, to small and whole group work. Staff ask children questions as they play, which extends and develops their understanding and learning successfully. However, the links between planning and assessment are not sufficiently strong to show how staff recognise, and provide for, the individual next steps in children's learning.

Children are confident and happy in the setting. They are eager to take part in their chosen activities and enjoy socialising with their friends. They form positive relationships and are

constructive in their play and fully engaged. Children are developing independence as they choose activities, select resources and use the toilet independently.

They begin to recognise their name in print as they find their coat peg and self register. They enjoy the varied range of mark making opportunities that are provided in most areas of play. For example, outdoors they use chalks and paintbrushes with water to draw and make marks. The children enjoy books and story times, they independently use the book corner and access the wide variety of books available to them. They handle books correctly and talk about what they see in the pictures to staff and their peers. They turn pages correctly and follow print across the page and from top to bottom.

Children are developing their awareness of numbers and use mathematical language in their play. They demonstrate an understanding of concepts such as big and bigger and use positional language correctly as they talk about standing in front of the mirror. They learn to recognise and name simple shapes as part of the planned activities. Most children count to ten and more able children beyond. They complete simple problem solving exercises as they count the number of children and work out how many more cups they need at snack time.

They begin to learn about the world around them as they talk about the weather and monitor the seasons. While they do not have access to a computer they do have access to a range of programmable toys which increases their awareness of information technology. They celebrate festivals from other cultures and enjoy visits to the local school, church and shops in the vicinity.

Children thoroughly enjoy music. They eagerly take part in an increasing range of well known children's songs and action rhymes. They listen to tapes and enjoy playing a range of musical instruments. They move confidently with control and co-ordination as they use a range of outdoor equipment. They develop good levels of hand eye co-ordination as they use small equipment such as glue sticks, scissors, cutters and paintbrushes skilfully.

Children are developing their creative skills and they enjoy the free expression painting and the planned craft activity. They use their imagination well as they dress up as princesses and turn a cardboard box into a pirate ship.

### **Helping children make a positive contribution**

The provision is satisfactory.

Parents and children are made welcome and the key worker system provides parents with a point of contact. The staff value children's individuality and respect parents' wishes regarding the care of their children. Younger children's home routines are fully discussed and staff support them appropriately. The nursery welcomes and supports children with learning difficulties or disabilities and children who have English as an additional language.

The children's behaviour is good. The staff show a consistent and caring approach to managing behaviour. The older children follow simple rules and know the routines and boundaries in place. Children share and show respect for others, they take turns and show good manners, saying please and thank you with gentle reminders from staff when appropriate. They learn to negotiate and take responsibility for their own behaviour. This positive approach fosters children's spiritual, moral, social and cultural development.

Children have satisfactory opportunities to learn about the world around them, through topics and activities that promote diversity. They celebrate festivals from their own culture and that

of others through the planned activities. They learn about the local community when they go on local outings to shops and parks. The nursery's Christmas nativity play was performed in the local church where they also contribute to the harvest festival. The reception class teacher visits from the local school and the children are invited to school events, helping them to prepare for their next steps.

Partnership with parents and carers is satisfactory. Parents receive information about the setting in the detailed prospectus, notice boards in the reception area, the play rooms and regular newsletters. Although newsletters inform parents of the activities their children are involved in they do not include ideas on how children's learning can be extended within the home. Similarly there is no system in place for parents to contribute to and share information on their children's assessment records. Parents are kept well informed about their children's achievements as verbal information is exchanged regularly, however, there is no written information available to parents about the Foundation Stage of learning and the associated areas of learning.

## **Organisation**

The organisation is satisfactory.

Children are at home and at ease within the nursery environment and the regular routines. This means they are confident to initiate their own play and learning. The available indoor and outdoor space is organised appropriately to support play opportunities for children. Children benefit from well deployed staff, who constantly interact with them providing support and encouragement.

Good systems are in place to ensure the suitability of staff and there are robust procedures in place for their recruitment and induction. All new staff are informed of the setting's policies and procedures as they complete the induction programme. Most policies and procedures are comprehensive and clear; those that need to be updated have been identified and the local authority development worker is working with the manager to do this. The new manager demonstrates, through discussion, she has a clear vision of future developments and improvements she intends to introduce to further enhance the quality of care and education provided. She has the support of the owner and a committed staff team who are enthusiastic about the changes introduced and planned developments. However, there is no formal system in place to monitor the effectiveness of the service provided.

The leadership and management of the nursery education is satisfactory. Staff continue to further their professional development, through access to on-going training and are well supported by the manager and the early years teacher. This approach reflects the commitment to continuous development and improvement of the educational provision. Whilst management support the staff and are involved in assisting them in their planning, this system is not sufficiently robust to ensure its overall effectiveness. As a result there are clear areas for improvement in the system of planning and assessment to ensure that children receive a broad and balanced curriculum and their individual next steps in learning are recognised and planned for.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to ensure confidentiality by improving the storage arrangements. A lockable filing cabinet has been purchased where confidential information is stored securely.

With regard to the nursery education they were asked to improve the opportunities for children to develop their own creative ideas and to develop their physical skills. A creative and mark making area has been introduced in the pre-school room, which has a satisfactory range of resources for children to spontaneously develop their creativity. Children regularly access the outdoor play area which is well resourced enabling them to develop their climbing and balancing skills. Indoors they complete action rhymes and enjoy moving to music. Soft play equipment, which can be used indoors or outdoors, has also been purchased to increase children's opportunities to regularly enjoy physical activity.

### **Complaints since the last inspection**

Ofsted received concerns relating to National Standard 1 - Suitable Person and National Standard 2 - Organisation. An Ofsted inspector visited the provision on 29 November 2007. Actions were raised and satisfactorily met by the registered provider. At the time that this investigation was concluded, Ofsted were satisfied that the provider remained qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children can independently access the full range activities and resources throughout the day
- provide domestic style furniture in the baby room to assist children to develop their mobility and to continue normal life experiences
- review the child protection policy to ensure it fully reflects up to date practice
- continue to develop planning systems to clearly identify learning objectives and strengthen the links between planning and assessment to plan for individual next steps in children's learning (also applies to nursery education)

- develop a system of self-evaluation to monitor the quality of the care and education provided (also applies to nursery education).

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the partnership with parents to ensure they have information about the Foundation Stage of learning, are involved in the assessment process and have opportunities to continue their children's learning at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)