

# Hadfield House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY348573
<b>Inspection date</b>	21/06/2011
<b>Inspector</b>	Barbara Wearing
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<b>Type of setting</b>	Childcare on non-domestic premises

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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

Hadfield House Day Nursery was registered in 2007 in the village of Hadfield, Derbyshire. It is one of three provisions owned by Springfield Day Nurseries Ltd. The nursery operates from the ground floor of converted house and the after school care facility is located in a separate building in the grounds. There are two enclosed outdoor play areas. The day nursery and out of school club serves the local area and surrounding villages. The setting opens five days a week all year, except public holidays. Nursery sessions are from 7.30am until 6pm. Out of school care is offered from 7.30am till 9am and 3pm to 6pm during term-time and 7.30am to 6pm during school holidays.

There are currently 53 children on roll within the nursery, all of whom are in the early years age range and 39 on roll in the out of school care, of whom five are in the early years age range. Care to children aged over five years to eleven years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with special educational needs and/or disabilities.

The setting employs 13 staff who work with the children and a cook, 12 of the staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The well established staff team provide a caring and homely environment for children and their families. Children have fun, develop high self-esteems and make steady progress in their learning and development. Various processes for self-evaluation have led to a number of improvements and have ensured that the vast majority of the requirements of the Early Years Foundation Stage are met. Close links with parents and other professionals supports children's welfare and development and ensure that their individual needs are met.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that medication records clearly show that prior written permission is obtained from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare) 12/07/2011

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

- increase opportunities for children to freely explore, practise and consolidate

their skills by increasing the range of continuously accessible resources and reviewing the daily routine for children aged two to three-year-olds

- ensure appropriate action is taken to further maintain children's safety within the out of school building and outdoor play area
- develop staffs' skills in engaging with children to challenge and extend their learning during their child initiated play.

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

Staff have a clear understanding of their responsibilities in relation to child protection. They are aware of the signs and symptoms of possible abuse and the correct reporting procedures within the nursery and to outside agencies as appropriate. The setting's clear policies and procedures are regularly reviewed and clearly understood and implemented by the staff team, promoting children's safety and well-being. However, the current system for recording the administration of medication does not clearly show parents prior written permission. This is a breach of requirements of the Early Years Foundation Stage. Nevertheless, the impact on children's welfare is minimal as staff complete details regarding the medication, as verbally requested by parents, on the administration of medication form. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with children. Clear procedures are in place to monitor their ongoing suitability. Regular risk assessments are carried out for areas used by children, for activities and outings. These identify the majority of hazards to children and on the whole appropriate action is taken to minimize the risk of accidental injury. However, the carpet on the stairs in the out of school club is worn and there are drains that are accessible in the out of school outdoor play area. Staff describe how they ensure the safety of children using this play area. However, they have identified security could be improved and are currently considering options for this.

The nursery is maintained to a satisfactory standard. Children's playrooms are well organised within learning areas. Some of these have a good range of resources continuously accessible to children enabling them to extend their play and learning. On the whole, the daily routine ensures children have opportunities to explore a range of activities indoors and outside and ensures their needs are met. However, the routines for the two to three-year-olds often interrupt free play sessions, limiting children's opportunities to fully explore the activities on offer to them. Nevertheless, staff are skilled at supporting children within these routines and they confidently explain 'what they do next'. The consistent staff team operate an effective key person system, know children well and cater for their individual needs. Staff feel valued by the manager and appreciate the support given to their personal development and training. They are fully involved in the self-evaluation processes and complete regular audits looking at various aspects of the provision. This, together with involvement from the local authority early years improvement officer and feedback from parents, has led to a number of developments within the nursery. These include increasing staff expertise in developing communication skills for two to three year olds and providing a wider range of toys and resources that promote children's knowledge and understanding of our diverse society.

Staff have established positive relationships with parents, carers, other early years professionals and agencies. The nursery works closely with the local children's centre and other agencies in order to support families, safeguard children and promote their welfare and learning. They are in the process of building closer links with other early years settings that children attend or transfer to when they leave nursery. A good level of information is gathered from parents at the outset. This supports children settling-in, enables staff to respond well to their individual needs and establishes children's skills from which to monitor their progress. Parents are informed of the nursery's policies, procedures and activities through a welcome brochure, displays, newsletters and verbal communication. Various ways have been implemented to seek parents views and opinions and to share information regarding their child's achievements and experiences at home and at nursery.

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

Meaningful observations are regularly recorded and assessed. These give a personal account of each child's achievements and progress towards the early learning goals and identify the next steps for their development. Staff use these, together with their knowledge of children's current interests, to plan activities that will support children in their learning. Staff are skilled at interacting with children and promoting their development during adult led activities. Children develop their problem solving, reasoning and numeracy skills as staff ask children to count how many petals they have and calculate how many more they need as they make pictures of flowers. Children use tea bags to stain paper when making treasure maps, talking about the length of the route to the treasure and which one will take longer. This was planned in response to children's requests following activities looking at measure and shape. Children spend time practising and consolidating skills that are introduced during these adult-led activities. However, they do not always have the resources available to do so and staff are not always as skilled in challenging children in play that they initiate themselves.

Children are confident, demonstrate they feel safe and secure with the daily routine and develop a strong sense of belonging within the nursery. They form close relationships with each other and staff, talking happily throughout the day. They ask adults questions, talk about events at home and plan and describe their play. Staff name objects that babies play with, such as the plastic animals, asking what noises they make. Babies repeat the words and noises and hand other objects to be named. They confidently make choices from the range of easily accessible toys and resources and are gently encouraged to try new experiences. For example, feeling the sand on their bare feet.

Children negotiate roles when playing in the home corner, showing their imaginative skills as they pretend to be a dog. Basic resources are available for children within the role play areas. They do not include mark making or reading materials that would provide opportunities to develop their skills and understanding of writing and reading for different purposes. Samples of children's mark making are on display, particularly in the pre-school room, where recent

work has been done to share information with parents around how children develop these skills. Some children enjoy practising these skills within the writing area using the appropriate selection of paper and clip boards and writing tools. Children engage in adult led creative art activities and at times have opportunities to freely explore creative art and malleable materials that promote their individual creativity. However, these are not continually accessible for children during the play sessions.

Children develop a good knowledge and understanding of their local community and the wider world. They visit the local library, have helped to choose equipment for the recently refurbished local park and are involved in various charity fundraising events. They learn about the natural world as they observe and talk about the birds that go to their bird feeders. The outdoor area has recently been developed to promote different areas of learning. Children enjoy chalking on the ground, name the numerals on the tree stumps that they jump on and off and explore the grass and flowers. They climb, balance and slide on climbing equipment that has been put together to provide a challenging assault course. Staff explain that they also have boxes of equipment to further promote learning in different areas, such as exploration and investigation. These are made accessible if children request them or if planned by staff.

Healthy lifestyles are promoted well. Children learn about healthy eating through discussions, activities and as they are provided with healthy, balanced meals and snacks. Staff have a high regard for developing children's personal hygiene skills, showing them how to dispose of tissues in the bin using the pedal to avoid touching the lid and supporting them in washing their hands. The nursery has recently been presented with a Nutrition and Oral Health Aware for Carers of the Under Fives.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 12/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 12/07/2011