

Hickory Dickorys Day Nursery

19 Cambray Place, Cheltenham, GL50 1JS

Inspection date

Previous inspection date

02/06/2014

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

- The inspirational leadership and management of the setting are highly effective in monitoring quality and in motivating and enthusing staff.
- The quality of teaching is of a consistently high quality. As a consequence, children are highly motivated, enthusiastic and eager to learn.
- Secure bonds are seen throughout the nursery in the inspirational interactions between adults and children.
- Children's safety and security are a high priority, and rigorous safeguarding policies and procedures are in place to ensure this.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the setting.
- The inspector held discussions with the provider, base-room leaders and staff, and spoke with the children.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector completed a joint observation with the provider.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback to the setting.

Inspector
Julie Swann

Full report

Information about the setting

Hickory Dickorys Day Nursery re-registered in 2013. The nursery operates from a four-storey, listed premise in the town centre of Cheltenham, Gloucestershire. The nursery operates from rooms on the basement, ground, first and second floors. It is open each weekday from 8.15am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for children from three months to eight years. The nursery provides funded early education for two-, three- and four-year-old children. The registered owners hold an early years qualification at level 8. They employ 12 staff to work directly with the children; of these one holds early years professional status, two hold early years qualification at level 4, seven hold early years qualification at level 3 and two hold early years qualification at level 2. The nursery receives support from the Early Years Advisor.

What the setting needs to do to improve further

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

- enhance the already excellent use of puppets and props to sustain further the children's rapidly progressing interest in books and songs.

Inspection judgements

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

Staff have an excellent understanding of the Early Years Foundation Stage. Staff are extremely knowledgeable about how young children learn. As a result, their teaching is inspirational, well-informed and effective. Staff spend time observing what the children can do and analyse this information to identify children's next steps in learning. This close and systematic analysis results in very detailed planning and support so that all children make excellent progress and are fully equipped with a vast range of skills in readiness for school. Children's learning journey records, including a range of observation, assessments and photographs, provide a clear picture of how children's learning is improving and developing over time. In addition, parents can see a copy of their child's planning sheet and the learning goals and objectives of activities, which are displayed by staff in every room. Staff complete all required progress checks and assessments, and share these effectively with parents. As a result, parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used exceptionally well by staff in order to gain appropriate support at an early stage. As a result, all children are developing excellent skills for their future learning, such as moving through nursery and on to school.

The staff's interactions and teaching techniques are exemplary and show their superb

understanding of how to truly engage and capture all children's interests. They provide fantastic experiences, with strong emphasis placed on developing children's communication and language skills. Older children are very confident and expressive speakers.

New vocabulary is introduced during activities, for example, children learn words associated with vegetables and develop an understanding of the meaning of words, such as 'carbohydrates'. While children spontaneously play with natural resources, staff ask open-ended questions that help children to solve problems and find solutions very well, for example, 'which acorn fits into the tube and rolls?' Consequently, children are fully engaged as they maintain interest and try to work out which acorn can fit into the small tube. Staff talk to the babies and stimulate them by encouraging them to reach for the toys they want and talking to them about what they are doing. For example, staff encourage babies during play to babble and repeat single words, while praising the noises they make. Staff promote literacy exceptionally well throughout the nursery, Children love to listen to their favourite stories and sing songs with staff. This type of activity is also innovatively used by staff on a one-to-one basis to support individual children in developing their concentration and communication. This results in children being nurtured to succeed exceedingly well. All base rooms have a vast selection of age-appropriate books. There is an excellent range of props and puppets, and these are used in some areas. Further consideration could be given to extending the use of these to continue to sustain some children's highly developed interest at story times.

Babies and younger children have excellent opportunities to explore and investigate their environment in their 'baby suite'. They enjoy cause-and-effect toys and repeatedly press buttons to make musical sounds. They shake the plastic bottles and watch with amazement as the water and glitter flows up and down. Babies are encouraged to feel tin foil in sensory baskets and, with guidance from staff, are shown how to make the foil crackle as they scrunch it up. This develops babies' listening skills as they make the noises while playing. Staff comprehensively support children to develop their mathematical skills and positional language during play. Staff encourage problem-solving skills as children complete puzzles and build models using a wide range of construction bricks. Younger children explore the properties of sand and become totally absorbed in activities, such as water play, filling and emptying a wide range of different containers. Older children use numbers and counting as they play, and develop an excellent understanding of shape, space, size and colour. Children have excellent opportunities to develop their technological skills through their use of the computer and all children use a wide range of push-button toys and other technological equipment very well.

Older and younger children have free access throughout the day to the extremely well-resourced outdoor area. Children have unlimited opportunities to express themselves creatively through art and craft activities, indoors and outdoors. Imaginative play is a strong feature of the nursery. For example, children pretend to make pies in the mud kitchen and talk confidently with one another about how they are 'going to the shops' to buy ingredients for future 'snail sausages' that they will make. These experiences are supported and extended further as children write their own shopping lists of things they would like to buy when they arrive. Children plant spring bulbs and grow vegetables so that they learn where their food comes from and how to care for living things. All children

enthusiastically enjoy taking part in music, movement and rhythm sessions in which they sing, dance and play percussion instruments within a designated 'PE and dance suite'. This has been implemented as a result of parents' suggestions, which are valued by the setting. Children's own and other cultures and festivals are celebrated in exciting ways, such as food tasting and learning different languages.

Inclusive practice is very successful as staff have an excellent knowledge of each child's background, individual needs and parents' preferences. Excellent provision is in place to secure timely intervention and support for children with special educational needs and/or disabilities to ensure they achieve well. This is supported by well-established multi-agency links which provide extensive access to specialist knowledge, skills and resources. Staff use visual timetables, signing and individual play plans in order to meet children's needs and include them in the life of the nursery. Parents are extremely well informed about children's activities and routines through very clear, informative displays throughout the nursery. They receive regular newsletters and speak to their child's key person each day and share information about what their children achieve at home. Staff include information acquired from parents within children's developmental records, further emphasising the true partnership between the setting and the family, which benefits each child.

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

Children are extremely happy and settled at the nursery because staff and parents share information about children's routines and well-being, so that all their needs are met on a daily basis. Children develop very close and caring relationships with their key person, who is familiar with their individual needs and very effectively provides them with emotional and practical support. For example, very young children sleep easily, closely supervised by staff, and sit on their laps to play or have their bottles. Staff recognise the importance of building strong attachments to ensure children's well-being. Their interaction with children is excellent, they have a very warm rapport with them, and all children are made to feel special. Thoughtful consideration is given by staff to raising children's self-esteem, confidence and sense of belonging. Picture-boards for individual children show reassuring photographs of their family, and pictures of their favourite activities and photographs in the playrooms show that all children are seen as special and unique. Excellent attention is given by staff to making sure all children are given all the support they need to feel comfortable and secure. Staff make sure that comforters are close by when needed, and children receive plenty of cuddles and attention. This provides a firm base for promoting children's personal, social and emotional development and developing skills for the future.

Children's behaviour is exemplary and staff are outstanding role models. Children are engaged throughout the sessions. Staff handle any minor conflicts quickly, skilfully and sensitively. Staff are extremely nurturing, calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are superb. Children learn good hygiene routines as they grow and their independence with regard to personal care is effectively encouraged. For example, babies and younger children are taught to wipe their own noses and wash their hands. Children have access to an extremely vibrant and relaxed environment in which they become independent

learners. For example, children choose to relax on large cushions and look at books and have time to chill out when they feel like it. They can access and participate in developing their own creative ideas and experiences to make a picture for their mum and dad. Children are highly stimulated through a wide range of text within the environment and have free access to high quality resources both indoors and outside to independently select and play with. Children's physical development is highly promoted through a range of well-planned activities, such as physical education sessions and regular use of the outdoor areas. Children enjoy an excellent range of healthy snacks and lunches which are nutritious and balanced. Food is freshly prepared on the premises by the nursery chef using fresh produce. Children of all ages help themselves from the serving dishes; this supports their independence and small physical skills. This highly effective practice prepares children exceptionally well for the next stage in their learning.

Policies and procedures are exceptionally well written and staff are highly skilled in implementing these effectively to ensure that children are kept safe. Staff support children to develop their own awareness of safety by conducting regular fire drills, by inviting visitors to talk about their roles and by talking to them about safety when out in the local community. For example, children recently had a visit from a community police officer who shared information with them about their role in keeping people safe. Risk assessments are thorough and regularly updated to reflect any changes in the environment. Staff are vigilant and supervise the children very well. Staff give the highest priority to children's safety, while on and off the premises. For example, when children climb up the steps or the stairs staff encourage them to think about how to keep themselves safe by discussing how they must hold on to the low stair rails as they get their balance while walking up and down. Staff encourage the children to take turns and talk to them about the appropriate use of the equipment available. For example, staff remind children to walk slowly if they are carrying scissors. In addition, when children are on trips and outings, they discuss road safety issues and stranger awareness before leaving the premises. The questions that staff discuss with children clearly show that safety is fully explored and understood by the children.

Partnerships with parents are outstanding. This has a very positive impact on the care and well-being of children, and the progress they make in their learning. The providers place great value in ensuring that parents develop a sense of belonging and have a say in the care and well-being of their children. The providers communicate very effectively with parents, for example, they seek their views using a questionnaire, provide information on the parent communication board about activities, menus and weekly themes, and produce informative newsletters. Transition arrangements for the children's next phase in their learning are very well supported through established and valuable links with local schools. Careful consideration is given to supporting children when they move rooms. The parent, key person and new key person are all involved in the transition to make it as smooth as possible for the children involved. The excellent links supports parents in becoming fully involved in their child's learning, within the nursery and at home.

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

The providers have an exceptional understanding of their roles and responsibilities in meeting the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. They have a clear vision for the nursery, which is to provide children and families with high quality care and learning experiences and all staff are inspired to work together to achieve this aim. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Established procedures, such as monitoring unexplained non-attendance of children and the recording of accidents, contribute significantly to their safety in the nursery. Records of injuries sustained in the home are recorded and maintained by staff and this record is signed by parents to acknowledge existing injuries on arrival. The designated persons for child protection review these regularly to identify patterns and the frequency of occurrences that might give rise to possible concerns. Robust recruitment procedures ensure that staff are suitable to work with children and they receive a detailed induction and mentoring period until they are familiar with the nursery practices. Policies are reviewed regularly and all staff have attended safeguarding training. The effective implementation of these procedures helps to ensure that children are substantially protected.

The way in which teaching and learning is monitored by the providers is inspirational. A well-established programme empowers staff to shape their professional development through regular supervision sessions, one-to-one meetings, annual appraisals and ongoing observations, which enhance their skills to support children's development more effectively. Additionally, the providers observe staff practice and work with them to develop certain aspects, which will bring maximum benefit to children. The providers are very 'hands-on' in their approach, and supportive of all staff. They encourage them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem. The level of coaching and monitoring means all staff delivers outstanding quality teaching to children. In addition to this, they constantly and effectively monitor and revise their techniques in relation to children's progress and interventions where needed. As a result, they ensure that gaps are narrowing for groups of children and those identified as being in need of support.

The providers are clearly able to identify the strengths and weaknesses of the nursery. Staff and parents are involved in the self-evaluation process. Instrumental in the successful development of the nursery has been the accurate identification of priorities to sustain improvement and consistent exploration of new and innovative ideas. Comprehensive risk assessments cover all aspects of the premises and outings. Access to the premises is closely monitored. Staff are vigilant about arrival and collection procedures and very good security precautions contribute towards children's safety. The highly effective partnership with parents is based on mutual trust and respect. Parents receive comprehensive information about the nursery, including activities delivered under the Early Years Foundation Stage. In addition, policies and procedures, such as the complaints policy, are shared with parents, so they are informed about the nursery.

Parents are passionate about the nursery, actively seeking out the inspector to share stories about the great impact the nursery has had on their own and their children's lives. They speak with high regard and admiration for the staff and of the wonderful

opportunities experienced by their children at this exceptional nursery. Excellent partnerships with other professionals involved with the children, such as speech and language therapists, helps them to reach their development goals. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY471709
Local authority	Gloucestershire
Inspection number	944158
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	82
Name of provider	Hickory Dickorys Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01242 574362

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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, which are usually the childminder's 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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