Hayeswick

Inspection report for early years provision

Unique Reference Number: EY307565
Inspection date: 05 May 2006
Inspector: Carol Ann Jeffrey

Setting Address: 33 Addington Road, West Wickham, Kent, BR4 9BW
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Type of inspection: Integrated
Type of care: Full day care

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000
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

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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 good. The registered person meets the National Standards for under 8s day care and childminding.

- The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hayeswick Nursery has been registered since June 2005. The nursery is privately owned and the provider acts as both the manager and registered person for the group. The nursery operates from a detached house in a residential area of West Wickham, which is in the London Borough of Bromley. The areas used by the nursery include the Baby Room, Toddler Room and the Pre-School Room. Two additional rooms are also available for the children's use. There are nappy changing facilities.

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and toilets and wash hand basins located nearby and a secure outdoor area for fresh air and physical play.

A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00.

There are currently 44 children aged from 0 years to under 5 years on the register; of these 7 children receive funding for nursery education. The group offers support to children with special educational needs and to those with English as a second language. The nursery employs 8 members of staff; of these 7 hold an appropriate early years qualification.

The nursery receives support from Bromley Early Years Development and Childcare Partnership and is currently undertaking the Quality Improvement in Learning and Teaching (QUILT) Accreditation Scheme.

### THE EFFECTIVENESS OF THE PROVISION

**Helping children to be healthy**

The provision is outstanding.

The children play in clean, attractively decorated and very well maintained premises. A cleaner is employed daily and staff clean as they go throughout the day. All of the children are developing a good understanding of what is required to keep themselves healthy and free from infection. The older children independently use the toilet; good daily routines, and clear explanations from the staff, assist the children to understand that washing their hands after visiting the toilet reduces the risk of passing on germs. Visual images (children's laminated handprints/words in lower case) are displayed in the toilet area to support this. The toddlers and older children wash their hands independently before eating, preparing food, playing with the sand or participating in messy play activities. Child sized sinks with anti-bacterial liquid soap and paper towels are in each of these group rooms. The babies are able to wipe their hands and faces, assisted as necessary, using individual warm flannels which are laundered after each use. Children are gaining a good understanding of the importance of cleaning their teeth and effective procedures allow opportunities for the babies to also experiment in this routine. All of the staff implement excellent hygiene routines throughout the day; which are in line with the group's well-written health, hygiene and safety policies and procedures. Accidents are fully recorded and signed by parents who then receive a copy of the report.

The children enjoy physical exercise on a daily basis, which contributes to keeping them healthy. They enjoy regular access to outdoor play in all weathers. Children move confidently and in a variety of ways. They are competent when using the climbing frame and slide and they show good co-ordination when hopping, balancing and skipping. Children feel their hearts pounding after physical exercise such as running and riding bikes. Children have regular opportunities for indoor and outdoor physical play including pushing buggies, obstacle courses and circle games.

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Children respond and move enthusiastically during music and movement sessions. They demonstrate a good sense of space and move confidently and freely during physical activities. Babies particularly enjoy participating in music and movement sessions. For example, they are able to take part in Head, Shoulders, Knees and Toes. The older babies are able to anticipate the next song on the tape and to reach out for the hands of the baby opposite. Sand and water play is available on a daily basis in all of the playrooms.

Children enjoy visits to the local shops and veterinary practice, as part of well planned themes and activities. They are able to explore and gain awareness of their environment, enhancing their first-hand learning experiences. Babies receive fresh air during regular trips within the local area in the buggies, maintaining staffing ratios of 1:2.

Children’s fine motor skills are developing extremely well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes. Babies enjoy exploring items in the Treasure Basket. For example, picking up a length of cotton holding onto to either end of it, then letting it go and picking it up again and feeling the sensation of the cotton against their forehead.

Children enjoy healthy, nutritious and well balanced meals throughout the day. The children are fully involved in the food preparation whenever possible. For example, they are able to help themselves to cereal, bite sized pieces of fruit and natural yoghurt at breakfast time. Parents are made very welcome to stay and share the breakfast with the children. Children are able to pour their own drinks and most manage very well. Children are able to serve themselves with main meals and help themselves to more food if required. Staff provide the children with good role models as they sit and eat with the children. Mealtimes are a social occasion and as a result the children eat well and respond appropriately whilst eating, developing good social skills and good manners. Babies receive good support during mealtimes, although they too are encouraged to be as independent as possible. Children are introduced to a variety of new tastes and textures, such as the exotic fruits in the book “Handa’s Surprise”. Where possible snacks are linked to festivals and celebrations. For example, children tasted noodles, spring rolls, rice and prawn crackers and were able to experiment using chopsticks, during a recent festival to celebrate the Chinese New Year. The menu for meals and snack time is planned in advance and parents receive this information.

The children enjoy a worthwhile range of activities which helps to promote their good health. They enjoy regular cooking activities; they go shopping for ingredients linked to topics, festivals and celebrations. They are encouraged to write their shopping lists and to pay for the items of food using real money. The staff obtain all relevant information regarding diet and medical history. This ensures that children’s individual dietary and medical needs are met.

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

The provision is good.

The children are very safe and secure in the nursery. They spend their day in a

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stimulating, pleasant, bright, clean, warm and welcoming environment. The staff complete extensive checks to ensure the premises are fully suitable for the children's use before they arrive. For example, fire doors are checked for access, cleaning materials are out of children's reach and toys and equipment are checked for safety. The excellent arrival and departure procedures ensure all the children are fully accounted for, at all times, and are unable to leave the premises un-noticed by staff. The staff fully monitor access to the premises; all staff, visitors and children attending are recorded daily. The well deployed staff ensure the children are always safe throughout the day.

Children are developing their awareness of keeping themselves safe and know the rules of the nursery; for example, not to throw sand or objects. The staff extend the children's knowledge and understanding of safety during well planned themes and topics. Activities such as "tidy up" time are extended into the Baby Room. Babies and toddlers are encouraged to put their toys away after use, gaining awareness that they may trip over and hurt themselves if toys are left on the floor. There are clear procedures for outings; ratios of one adult to two children are maintained to ensure the safety and supervision of the children. Staff help the children to understand how to keep themselves safe; for example, children learn about road safety and of the importance of using pedestrian crossings. Children in the pre-school room are able to recognise and understand some of the road signs, that they can see from the window of the nursery.

Staff maintain an in depth risk assessment plan, which they frequently review to ensure the safety of the premises and equipment at all times. Staff risk assess activities, identifying the suitability for the different ages and stages of development of the children and any issues they need to consider; for example, the dangers of small pieces which may present as a choking hazard to young children. Staff practice the emergency evacuation procedures with the children on a regular basis. This helps children to become familiar with the routine so they learn how to leave the premises quickly and safely.

The well organised premises provides the children with an extensive range of toys, equipment and activities every day. Safe, suitable provision is available to meet the needs of all the children attending; for example, babies have an inviting play area specific to their individual needs. All the children have access to suitable areas for playing, resting, sleeping, eating, drinking and physical activities, both in and out of doors.

All of the staff have a clear knowledge and understanding of child protection procedures, in line with the local Area Child Protection Committee procedures. However, the nursery policy does not currently include procedures to be followed, in the event of an allegation being made against a member of staff or student.

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

The provision is good.

All of the children are happy and enjoy spending time at the nursery. Children are eager and confident as they enter the nursery. They are warmly greeted by name...
and separate easily from their carer. They quickly settle at self chosen activities or help themselves to a variety of breakfast items.

All of the staff are knowledgeable about the Early Learning Goals, Stepping Stones and Birth to three matters framework; they support the individual development and learning of each child very well.

The children interact well with one another and the staff team, developing good communication and listening skills. They are keen to share their news with the adults and other children, for example, discussing birthday plans and family members.

Nursery Education

The quality of teaching and learning is good. The children are very interested, motivated and keen to explore the extensive range of activities provided each day. Good planning ensures the children have the opportunity to participate in a wide range of activities and experiences. There is a good balance of adult-led and free play activities every day.

The children are extremely well behaved. They have good relationships with each other and with the adults in the nursery. They are learning to share, take turns and show consideration for others. They are becoming increasingly independent as their daily routine strongly encourages self-help skills.

All of the members of staff have a good understanding of the Stepping Stones and of the Foundation Stage. They extend the children's learning and development through well organised and stimulating activities and respond to their interests during the children's own initiated play. They use good questioning techniques to stimulate thought and extend children's learning.

The staff group create an inviting and stimulating environment, where the children's work is attractively displayed. This shows that the children’s work is valued and gives them a sense of pride and achievement.

The children speak confidently and use language to talk about real and imagined experiences. They can link sounds to letters; some children can write their own name using distinguishable letters. The children handle books with respect and understand that print carries meaning. The organisation of resources encourages them to make marks as a means of communication; for example, writing their shopping lists during role play. They enjoy listening to stories and anticipate what is going to happen next within familiar stories.

The children show a keen interest in numbers and count confidently up to 10 and beyond. They use mathematical language during everyday situations and have a good vocabulary to describe and compare shape and size. They learn about simple addition and subtraction during practical activities, songs and rhymes.

The children design and construct with a specific purpose in mind. There are good opportunities for them to learn about the natural environment, through well planned topics and theme work. They are able to operate programmable resources, such as

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telephones, key alphabet desks, cash tills and calculators, with skill and co-ordination. The children talk about past and present experiences in their own lives. They learn about other cultures and beliefs through the celebration of a range of festivals and celebrations.

The children enjoy some form of indoor physical exercise on a daily basis, which contributes to keeping them healthy. They move confidently and in a variety of ways, having an awareness of space for themselves and others. They are competent when using the climbing frame and demonstrate good spatial awareness when using wheeled toys, such as bikes and coupes. The children show good co-ordination when hopping, balancing, jumping and skipping. They enjoy easy access to the outdoor play area, which is used on a regular basis in all weathers. However, play plans do not always identify the outdoor area for activities and planned learning outcomes for all areas of the curriculum. Children are able to handle tools, objects, pens and malleable materials with control.

The children explore colour and texture using a range of media and materials such as paint, sand, water and clay. They extend their creativity through the staff's knowledge and understanding of ensuring they do not over-direct the children. The children enthusiastically participate in painting activities and are developing their understanding of mixing colours. They sing enthusiastically and know the words to familiar songs from memory. They enjoy listening to music from around the world and playing various instruments, such as the African drums. They participate in role play activities regularly and enjoy dressing up and using props during story time.

Planning is very well organised through long, medium and short term plans, which are topic based; all members of staff are involved in the planning. The weekly plan identifies specific activities using the Early Learning Goals and the Stepping Stones; there is an effective system in place to evaluate activities, both generally and focus based. There is a key worker system in place and the individual children's needs are considered in the planning of the activities. Regular observations are used to identify the next steps for the children's learning. Parents receive written reports regarding their children's progress and development.

Helping children make a positive contribution

The provision is outstanding.

The children are fully valued, respected and treated as individuals. Children arrive eagerly and are enthusiastically greeted by name and are invited to choose their breakfast. Every child has their own key worker to whom they can relate, ensuring that individual needs and interests are met and re-enforcing the children's security and sense of belonging. The key worker works effectively with the parents, recognising them as the first educators. Sharing information and recording progress is paramount throughout the time spent at the nursery.

The children have excellent access to an extensive range of play resources which positively reflect areas of equality. Resources such as dolls, puzzles, books, figures, dressing up clothes, musical instruments and play food depict positive images of race, culture and disability. The staff group has a positive attitude towards diversity;

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well written equality and diversity policies and procedures are in place and are incorporated into the nursery by all staff. The children's individual culture and religion is recognised and appropriate festivals added to the curriculum, with the support of the parents to ensure correctness. This is supplemented by the inclusion of activities such as moving like dragons to traditional Chinese music, including a Chinese restaurant in the imaginary play area and experiencing a Chinese New Year party, to raise awareness of Chinese cuisine. Through such festivals children learn to respect other cultures and gain wider understanding of the world.

Children with English as an additional language are very well supported in the nursery. Signs and visual images are displayed at low level and staff learn key words, such as toilet, drink and hello to help to meet the children’s needs. Children with dual languages are encouraged to share their languages in the nursery, and parents are invited to share their resources such as books, photographs and costumes with the group.

Children with special needs are fully supported in the nursery. The staff group has undertaken a wide range of training in special needs, they are secure in their knowledge and understanding of the Code of Practice. There is an identified Special Educational Needs Co-ordinator worker in place; the staff have a very good awareness of the local support network in the area. This positive approach fosters the children’s spiritual, moral, social and cultural development well.

All of the children are confident in their surroundings. They have excellent relationships with the staff, who make them feel very safe and secure in the setting. New children settle very quickly as the nursery operates a good settling-in procedure, for children and parents. The children behave extremely well and know the routine and boundaries when they are at the nursery. A well written Behaviour Management policy ensures that staff are consistent, in their approach to behaviour management and use appropriate strategies with the children. The children behave well and are able to share, take turns and co-operate together. They have good social skills and manners, for example, when sitting together for snacks or participating in activities. The staff act as excellent role models to the children and praise and encourage the children's efforts, developing their self-esteem and confidence.

The partnership with parents and carers is excellent. The parents find the staff friendly, welcoming, approachable and helpful. They receive very good information about the nursery through the news letters, group prospectus, notice-board and the policies and procedures. Parents, grandparents and carers are encouraged to be fully involved in the children's care and development; they provide the staff with detailed information to enable them to provide suitably for each child. The parents receive good information about the Foundation Stage and the Birth to three matters framework. The information outlines how the children will learn and ensures parents understand that play has an important role in developing the children’s skills for the next stage of their learning. The nursery actively encourages parents into the group, they are made to feel welcome and valued at all times.

Organisation

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The organisation is good.

All of the children are extremely well cared for and safe at all times. The owner of the nursery is also the manager and is fully involved in the running of the nursery on a daily basis. She has a childcare qualification in early years and education; she regularly updates her knowledge by attending relevant childcare courses to support the care and learning of the children. The dedicated, consistent, organised staff team are well deployed and work very well together.

The staff are aware of their individual roles and responsibilities. They follow the nursery’s daily curriculum planning to provide good quality and stimulating resources and activities on a daily basis. Staff maintain an excellent adult to child ratio throughout the day, enabling them to fully support the children’s development and learning at all times. There are suitable arrangements in place to deputise and cover staff absences. The manager is very clear about the recent changes to the National Standards and has suitable systems in place to manage these appropriately.

The premises are extremely well organised, providing good play provision throughout the day. The staff have excellent awareness of the Birth to three matters framework and this is incorporated into the nursery appropriately. All of the required documentation and records are in place and support the health, safety and well-being of the children attending. The manager regularly reviews the group’s policies and procedures to keep them up to date and relevant.

The leadership and management is good. The manager has a clear vision for the future development of the nursery. All of the staff are keen to improve their child care skills and regularly undertake additional training; for example, child protection, special needs, health and safety, treasure chest and heuristic play training courses. All staff are actively encouraged and supported in the training and development they wish to undertake. The nursery operates a good appraisal system, encouraging staff to identify their individual strengths and weaknesses and recognise areas for improvement and continued training. The nursery is also participating in the Quality Improvement in Learning and Teaching (QUILT) Accreditation Scheme (QUILT), and is using this positively to evaluate and improve the service provided.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

N/A.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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 that a written statement, based on the Area Child Protection Committee procedures, includes procedures to be followed in the event of an allegation being made against a member of staff or student

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 outdoor play area to incorporate all areas of the curriculum

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet Building better childcare: Compliments and concerns about inspectors’ judgements which is available from Ofsted’s website: www.ofsted.gov.uk

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