



Hook Village Nursery

Inspection report for early years provision

Unique Reference Number	507936
Inspection date	01 November 2006
Inspector	Lynne Elizabeth Lewington
Setting Address	Ravenscroft, Hook, Hampshire, RG27 9NN
Telephone number	01256 761154
E-mail	
Registered person	Hook Village Nursery
Type of inspection	Integrated
Type of care	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.

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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Hook Village Nursery is a committee run group, which opened in 1988. It operates from a room in the Hook Community Centre and is close to the village centre. It has an enclosed garden, and children regularly use the public play area, adjacent tennis courts and playing fields.

The nursery is registered for a maximum of 18 children under 5 years of age at any one time. It accepts children from 2 years 8 months of age. There are currently 26 children on roll. This includes 23 children who are in receipt of nursery education funding. Children attend for a variety of sessions, half or full days.

The nursery supports children with additional needs.

The nursery opens Monday to Friday during school term time only. Sessions are from 09.00 to 11.30 (or 12.30 if staying for lunch), and from 12.30 to 15.00. Children bring their own packed lunches if they are staying all day or for the morning session followed by lunch.

There are six part-time members of staff who work with the children. One member of staff holds a National Vocational Qualification Level 3 in Early Years Education and Childcare and one member of staff is working towards Level 3. The setting attends the local authority cluster meetings and staff also receive support and advice from other early years agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and well maintained, providing a pleasant healthy environment for the children's care and play. Tables are cleaned thoroughly before snack and staff ensure the children clean their hands with fresh hand wipes before food and after outside activity. Children know the routine and independently remember to wash their hands with soap after toileting and confidently use the hand drier. Staff frequently supervise children in the small toilet and hand wash area ensuring the facilities remain pleasant, and children use them appropriately.

Healthy snacks of fruit and vegetables are offered to the children. Children also enjoy occasional biscuits and cake in addition to the fruit or vegetables, ensuring they experience a selection of foods. Clear advice is available for parents regarding healthy eating and suitable contents for lunch boxes. Children's awareness of healthy eating is encouraged satisfactorily through conversations with children and an attractive poster at children's height showing images of fresh fruit. Drinking water is available throughout the day ensuring the children do not become dehydrated. Children independently pour their own drinks of water and milk; however staff do not sit with the children at snack or meal times. Therefore children do not benefit from the positive role modelling and social enjoyment which can be promoted at these times.

The nursery staff fully appreciate the importance of children having opportunities to run, climb and play in the fresh air. It is an important part of their daily timetable. Children have very good opportunities to develop their physical skills as they use their garden area, the local community play areas and frequently go for walks. They have access to wheeled toys, balls, small hoops and a suitable sized climbing frame and seesaw. This enables the children to develop their co-ordination, abilities to balance, and climb. Their sense of well being is increased by the opportunities to experience fresh air and natural light as they play. Children are mastering finer movements as they link train track together, master the art of using scissors and participate in painting and simple cooking activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to sufficient space and resources to enjoy and develop from their play. Staff arrive early each day in order to make the room attractive and ready for the children's arrival. The limited display areas are attractive and reflect the activities the children undertake.

Sensible measures are taken to ensure the children are safe, and the premises are secure throughout the session. For example, the doors are secure and visitors must ring a doorbell for attention. Appropriate steps are taken on outings to promote the children's safety. Staff develop children's road sense as they encourage them to look for cars as they cross the road. They risk assess the local community areas before they take children, ensuring that they are safe for the children's use. Fire drills each term, enable the children to learn how to behave appropriately if they need to evacuate the premises quickly. However, children and staff safety is compromised by the toys that are scattered and abandoned on the floor throughout the play sessions creating a tripping hazard.

Staff are suitably aware of child protection procedures and a poster is clearly displayed for parents to see informing them of the action which will be taken if there are concerns about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff greet children quietly as they arrive, making the parent and child feel welcome. Most children confidently engage in a variety of suitable activities which they freely choose to undertake. They are developing satisfactory social skills as they ask for assistance, and help to tidy away at the required time. Children enjoy opportunities to develop their independence such as pouring their own drinks at snack time or helping collect the name cards. However, individual needs are not constantly met, as not all children participate, some watch or drift between activities with little participation. Staff sit on the floor or kneel at the play tables supervising and encouraging the children's activity. Children do not have suitable opportunities for rest and quiet activity. A large cushion in the book corner does not enable children to rest peacefully or enable other children to access the books freely.

Nursery Education.

The quality of teaching and learning is inadequate.

Staff are developing their understanding of the foundation stage curriculum and their role in supporting children's learning across all the early learning goals through training opportunities and advice and support from the early years service. Observations of the children help to inform the activity plans ensuring that appropriate learning opportunities are planned. However, the staff continue to miss many opportunities to challenge and extend the children's learning effectively.

Children use their imaginations as they play, for example using the play tools they 'mend' the climbing frame and a chair. They prepare meals and drinks in the play kitchen and wander around in dressing up clothes frequently stopping to admire themselves in the mirror. The free flow of play enables them to use ideas in different areas.

Children use books well; they independently look at books turning the pages appropriately and study the pictures to look for details. The staff choose appropriate books which reflect some of the activities they are undertaking. For example, a large story book with pictures of trees

and woods in the story was used near the bark rubbing activity enabling links to be made; this was followed by a walk to look and feel the bark on the trees and see leaves and roots. Some children request stories and staff happily sit with children to enjoy a book, enabling the children to develop their understanding that print carries meaning. However, the bookcase is not always stocked with sufficient books or easily accessible to the children if another child is resting in the book area.

Children have opportunities to use pencils, pens and crayons throughout the day and frequently make pictures and marks, although staff do praise the children when they create and show their pictures there is no encouragement from staff to extend the activity. The children are learning to recognise their names and symbols as they self register and seek their place at meal and snack times. However, staff make no reference to letters, sounds or the labels that are around the setting to enable the children to begin to recognise them.

Children have few opportunities to sing and undertake action songs to develop their memory, sense of rhyme and expression. However, when they do sing they thoroughly enjoy the activity and copy the actions of the staff laughing and participating enthusiastically.

Staff occasionally recognise opportunities to encourage the children to count, compare shapes and sizes, or recognise patterns throughout their daily play activities. A large play tray with leaves, conkers and acorns which the children had collected prompted very brief adult interaction regarding the shape of the conkers. Very little reference is made to numbers and quantity although children are interested as they look at a number poster and touch each picture as though counting, and comment on the sizes of the toy tractors. Some staff encourage the children's awareness of position as they use the wet sand, talking about on top, at the bottom, inside.

Clearly written plans indicate learning intentions for the painting and craft activities. However, inconsistent interaction between the adults and children undertaking the activity results in some children not having the same experiences as others. For example, the adult talked to the children about the shapes of the potato prints at the start of an activity but children taking part later had no input regarding shape.

Children enjoy the many outdoor activities they have the opportunity to undertake. A walk to local trees provides the children with an exciting opportunity to explore the wooded area and learn about their natural environment. Access to the community play park enables them to develop their balance and co-ordination increasingly well as they climb, slide and swing in the fresh air.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children learn about their local environment through regular outings, they have opportunities to look at the trees, roots, and leaves and experience the change in seasons; children collect natural items and bring them back to explore and look at. They have grown cress and talked about what made it grow, increasing their awareness of our natural world. They visit the local village and traders, view

the seasonal window displays and gain an understanding of their local community. Visitors to the setting build children's awareness of the traditions and roles of others. For example, the lollipop lady talked to the children about crossing the road and a parent in a sari helped the children to learn about divali.

All children are welcome and the setting aims to work with parents and professionals to meet individual children's needs by gathering appropriate information to ensure appropriate care and advice is provided.

Behaviour is managed in a calm manner, staff talk gently to the children enabling the offending behaviour to be addressed. Children generally behave well and show care and consideration for their peers. They are learning to take turns, share and use good manners. They help to tidy up at the end of the play session but they are not encouraged to care for the toys and equipment sufficiently throughout the session. Unused toys scattered across the floor get broken, consequently they are not available for others to use. Staff are not proactive in addressing this behaviour. Most staff however, do praise the children frequently for their efforts, this helps to build the children's self esteem and confidence.

Partnership with parents is satisfactory. Parents are kept informed of the children's daily activities through the notice board, information includes stories they may hear, and the words to new songs they may learn. They are invited to view their child's records of achievements each term. Parents are happy with the service provided. They feel the staff are approachable and helpful, keep them well informed and that children enjoy the experiences of attending nursery.

Organisation

The organisation is satisfactory.

All the required documentation is in place to promote the safety, health and welfare of the children. Information is recorded clearly and maintained as required for the requirements of registration. The setting is generally successful in its aims to ensure the children are happy and confident.

Leadership and management is inadequate. A new positive committee and chairperson are supportive. They encourage the staff to undertake training opportunities and develop their confidence and skills for the benefit of the children. Three members of staff have attended a training course which has enthused and motivated them to look at their practice and make improvements. However, the staff team continue to lack an organised team approach to the delivery of early years education. When the manager is present the delivery of the activities appears to run smoothly as she takes the lead in all that they do. A simple clear induction plan enables new staff to learn about their role. The manager recognises that they are continuing to develop their practice and is keen to utilise the support they are offered for the benefit of the children. She is keen for staff to develop their skills and interests and has started to implement an appraisal system. However, currently the setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the quality of care was judged as satisfactory. The setting was recommended to improve the quantity of food that children had access to during a session and to improve children's access to hand washing facilities to promote independence. Improvements have been made. The children now have a substantial healthy mid session snack, and suitable lunch provided from home to sustain their energies throughout the session. Children independently wash their hands after the toilet and use wipes effectively to clean their hands before meals and after outside play ensuring suitable levels of hygiene are maintained.

At the last inspection the quality of nursery education was judged as inadequate. The setting was required to improve staff knowledge and understanding of the foundations stage curriculum and their role in enabling children to learn through play, to continue to observe and assess children's development and use this information to inform their planned activities. The setting has taken positive steps to improve their knowledge and skills. Three members of staff are undertaking additional training and they are continuing to follow advice from the early years advisory teacher. They are beginning to use their observations to inform their planning. However, because not all children's records of achievement are up to date it is not a clear record of some children's progress. Parents are invited to access their children's profiles and records of achievement each term in order that they can discuss and become aware of their child's progress in nursery. Whilst improvements have been made in the nursery education they have not yet been fully implemented to ensure a satisfactory level of nursery education is offered to all children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

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 inadequate - notice of action to improve.

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):

- improve safety in the setting to prevent children and adults tripping

- make suitable provision for children who require a rest
- improve meal and snack times to promote positive eating habits and social skills.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- observe and assess all children's development, in order to measure individual progress and inform activity plans
- improve staff knowledge, understanding and confidence in using the foundation stage curriculum and their role in enabling children to learn through play

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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