



Hopgarden Day Nursery

Inspection report for early years provision

Unique Reference Number	EY248137
Inspection date	14 February 2007
Inspector	Amanda Shedden
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Registered person	Hopgarden Day 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 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?

Hopgarden Day Nursery opened in September 2003. It is privately owned and operates in a purpose built extension to domestic premises, with playroom, kitchen, toilets and direct access to an outside play area and garden. Children attend from surrounding villages in a rural area. The setting is registered to accept up to 18 children aged from two years to under five years. There are currently 40 children on roll, including 21 funded three and four year olds.

The nursery opens five days a week in term time, from 09:00 to 16:30. Children attend for a variety of sessions. A play scheme is provided for two weeks in the summer holidays, from 09:00 to 16:00.

There are five part-time members of staff, three of whom work with the children at all times. Two staff have early years qualification to NVQ level three and one member of staff is

undertaking childcare training. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through effective daily routines. Staff actively monitor hand washing after children use the bathroom and children know that they must wash their hands before cooking. The children dispose of their paper towels safely as they "feed" the attractive frog bins with their wet towels.

Children enjoy a healthy environment because staff implement good hygiene procedures to help prevent the possible spread of infection. Children are protected from illness due to staff taking appropriate action. They have gloves and tissues with them at all times ensuring that if a child became unwell they would be attended to immediately and safely. Policies and procedures are in place whereby parents are informed and reminded that children who are unwell cannot attend the nursery, promoting the wellbeing of children.

Children benefit from a balanced and varied diet at snack time. They all sit together at lunch and snack times making it a social occasion where they sit and interact with the staff and each other. However, they are not encouraged to be independent, for instance cutting their own fruit up or unwrapping the foods in their lunch boxes. Children learn about foods that are good for you through planned activities and discussions. They enjoy eating the pizzas they have made and proudly show parents the fruit scones they make.

Children benefit from daily exercise and enjoy plenty of opportunities to participate in activities to develop their co-ordination and self confidence. They enjoy the challenges of the well resourced garden. They eagerly take part and add to the obstacle course using their imagination as they turn the bats into stepping stones. They enjoy the challenge of pulling and pushing their friends around in the wagon, peddling the bikes and kicking the balls into the net. Children enjoy the freedom of the garden, balancing on the tractor tyres or the wooden stumps. Indoors they become competent in using scissors, glue sticks and paint brushes as they undertake a range of messy play activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is clean and well maintained and provides a welcoming environment for the children. The walls have colourful displays of commercial posters and the children's own work giving them a sense of belonging. The furniture and equipment are suitable and appropriate for the ages of children attending, however, the resources are not displayed in manner which would encourage children to self select.

All areas of the nursery are safe, strategies are in place to ensure that only people who should have access, do so. Strategies are in place to ensure that children can only go home with people known to the nursery. Daily risk assessments are undertaken ensuring that it is safe before the children arrive. Staff and children regularly practise the evacuation procedure, using different exits each time ensuring that if there was a fire they would know what to do.

The layout of the nursery ensures that the children are always fully supervised and that the required staff to child ratios are maintained, ensuring that children are safe and secure. Staff ensure that there is always at least one member of staff on the premises who have a relevant first aid certificate enabling any child who had an accident to be treated quickly with the correct procedure.

Children's welfare is promoted through staff's good understanding of what to do if they had a concern over a child. All documentation is in place and shared with the parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the sessions and are familiar with the daily routine. They self register themselves by finding their name as they enter the playroom. Children are comfortable in the friendly atmosphere, and feel secure and confident with the structured routine. This enables them to make choices about play by accessing the good quality resources that are on display that day. Staff are developing their working knowledge of the birth to three framework to provide appropriate activities for the younger children.

Children play well individually and socially with their peers, for example with the musical instruments or while looking at books together. Younger children are well supported as they undertake new tasks such as binding the dough together when cooking.

Nursery education

The quality of teaching and children's learning is good. Staff have a good knowledge of the Foundation Stage and the stepping stones. They know the children well enabling them to ask the children open ended questions suitable to their individual stage, helping children to build upon their own knowledge.

Children concentrate and persevere at their chosen activity for instance while using scissors to cut out pictures. Children who find cutting difficult are supported in this activity and all the children are praised for their efforts. Children get on well together, they talk amongst themselves happily while "cooking in the kitchen" discussing what they are making and what meal it was for. Staff sit with the children extending their play, talking about foods that are good for you, and encouraging the children to smell and describe the foods.

Children's self care skills are good. They manage their own personal hygiene by taking themselves to the toilet, washing their hands and many are able to put on their own coats and boots. However they have limited opportunities to self select any resources that are not out that day.

Children's spoken language is developing well. They are confident to talk to each other and staff encourage and extend their vocabulary through conversations and by using information books. Children learn to recognise and write their name through routine and planned activities for instance finding their place mats at the table. However, they are not encouraged to write their name or make their mark consistently during the sessions.

Children gain an understanding of number as staff encourage the children to count at circle time and snack time routinely and they are skilled at using incidental activities to increase children's understanding. Children have practical activities to understand about weight and measure; as they weigh the ingredients to make scones and measure the letters in the post office. Children use mathematical language to describe shape and size.

Children grow flowers and vegetables during the year giving them practical experiences of change. They learn how to care for animals as they feed the chickens, guinea pigs and rabbits in the nursery garden. They enjoy stroking some of the animals and carefully collect the eggs the chickens have laid. Children frequently undertake cooking activities where they make the changes happen, from flour to dough by adding milk, mixing rubbing and rolling until the correct texture is achieved and finally cutting out their scones. Children show a real sense of achievement as they show their product to their parents and carers. Children learn about the world around them as they visit the local farm to see the lambs being born, visit the local school and walk to post letters at the post box.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as staff have a good understanding of their individual needs treating each child with equal concern. They enjoy their time at the nursery gaining confidence and self esteem because staff praise and encourage their efforts and achievements. Children demonstrate a good sense of belonging as they respond to familiar adults and settle well into the daily routine.

Procedures to support children with additional needs are in place and staff have a good awareness and equal opportunities and inclusion. General discussion, topics of celebrations and festivals and resources that reflect diversity are in place and undertaken. This helps the children become aware of a wider society, thus developing self esteem and respect for others.

Children's behaviour is very good. They benefit from positive role models provided by the staff and they respond well to adult intervention. Children are constantly praised which values them as individuals and encourages positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the strong relationships between their parents and the staff. Parents state that they are very happy with the nursery; they are kept informed of their child's experiences and progress. All parents are given detailed information about the nursery explaining their policies and procedures.

Partnership with parents of nursery funded children is good. Newsletters explaining the planned curriculum are given each term enabling parents to contribute ideas or resources. In addition, each term there is a poster giving clear explanations to the activities and how they are linked to the stepping stones. This ensures that parents are fully informed about the six areas of learning. Parents are given their child's records each term; they are invited to contribute their own knowledge of their child, keeping them fully informed of their child's progress.

Organisation

The organisation is good.

Children's care is supported by the organisation and routines of the nursery. Staff know the children well; they work together as a team ensuring that child adult ratios are always met. Children feel at ease with the environment and the staff, enabling them to feel confident, which is conducive to their play and learning. Robust procedures are in place to ensure that only suitable staff are appointed. All required documentation is in place, and it is stored in a secure yet accessible manner to ensure the children's welfare and education. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The management and staff work well together. Management provides good support to staff through informal discussions, regular meetings and appraisals. Management ensures that all staff share ideas and meet regularly to plan and evaluate activities for children. Staff are encouraged to update their skills and knowledge by attending training. There is good leadership and commitment to continually develop, reflect upon, and improve children's care and education, through monitoring, training and working with the local childcare partnership.

Improvements since the last inspection

At the last inspection the nursery needed to ensure that staff had the knowledge of the special needs Code of Practise and to ensure the children's safety when using the climbing frame. Two members have staff have undertaken training in special needs. Ensuring that they are fully aware of the Code of Practise enabling them to appropriately meet the needs of any child. Safety mats have now been obtained and they are used to protect children in case they should fall off the climbing frame.

Nursery Education.

At the last inspection they were asked to improve the system of recording the children's progress linked to the Early Learning Goals and extend the challenges for the more able child. Both of theses are now in place, children's progress is recorded on their Record of Achievements, and planning highlights activities for the more able child. At the last inspection it was also highlighted that children's use of writing not consistent. Many of the children can form letters or write their names, however, this is not consistently encouraged throughout the sessions.

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.

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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):

- review support provided by staff to allow children to develop independence in every day routines.

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):

- allow children to write their name or make their mark regularly

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