



# Hatfield Peveral Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY241972
<b>Inspection date</b>	23 February 2007
<b>Inspector</b>	Patricia Mary Champion / Lisa Paisley
<b>Setting Address</b>	Church Road, Hatfield Peverel, Chelmsford, Essex, CM3 2RP
<b>Telephone number</b>	01245 382450
<b>E-mail</b>	
<b>Registered person</b>	Belinda Frances Wakelin
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Hatfield Peveral Nursery is privately owned and is one of three nurseries run by the same owner. It opened under the current management in 2002 and operates from three rooms within Hatfield Peveral Infant School. All children share access to a secure, enclosed, outdoor play area. The nursery also has use of the school hall and the adventure playground. A maximum of 42 children may attend the nursery at any one time. The nursery opens five days a week during school term times. Operating times are from 08:00 until 17:00.

There are currently 96 children from two to eight years on roll. Of these, 51 children receive funding for nursery education. Children attend for a variety of sessions, full day care or out of school care. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities.

The nursery employs nine staff, of whom eight of the staff, including the manager hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority, the National Day Nurseries' Association (NDNA), the Pre School Learning Alliance (PSLA) and the local cluster group.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because they learn about hygiene and the need for a healthy lifestyle through the daily routine and planned activities. They know the importance of washing their hands to remove germs and they always dispose of used tissues in the bin. Children can manage their personal care with increasing independence as toilet facilities are easily accessible. Nappy changing is sensitively undertaken. Toilet training and any toileting accidents are discreetly dealt with to preserve dignity and self-esteem.

Children stay healthy because staff gather a wealth of information in person and on paper about the children's needs, prior to their care. Information about communicable illness and diseases is displayed in the nursery. Parents understand that children must not attend if they are ill or infectious. Any that become unwell whilst in the nursery are kept comfortable until they can be collected. Staff hold up-to-date first aid certificates and this ensures children's health is promoted and staff can deal with minor accidents.

Children are well nourished and benefit from a healthy diet. They enjoy eating a variety of food at snack time. This is usually fresh fruit or vegetable sticks. Much discussion about likes and dislikes takes place over the snack table. Children talk about the food that is good for you and understand how this relates to their healthy bodies. Occasionally the food offered is linked to themes and children enjoy tasting a variety of oriental snacks when celebrating the Chinese New Year. They enjoy attempting to use chopsticks as they eat their food. Children eat a freshly cooked lunch in the school hall at midday. This is a social occasion when staff sit with the children and encourage them to eat and promote good table manners. Parents also have the choice of providing packed lunches, which are stored in a cool place until needed. Drinking water is freely available to the children to prevent them from becoming thirsty or dehydrated. The staff are fully aware of any allergies or special dietary requirements so that individual needs are met.

Children have very good opportunities for physical play and fresh air, which contributes to their good health. Good use is made throughout the year of the secure outdoor area adjacent to the classrooms. Children energetically develop their mobility skills when using the range of sit and ride toys and scooters. Space is cleared indoors so that children can move expressively to music or take part in active circle games. Children practise balancing techniques when walking on a row of large blocks. A suitable range of activities are provided that help children develop their finer manipulative skills and hand-eye coordination such as threading or mark-making tasks.

Children rest or relax according to their needs. There are opportunities for the children to relax on sofas in the quiet room or they can play quietly and look at books sitting on comfortable cushions.

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

The provision is good.

Children play in a safe, comfortable and welcoming environment. They have plenty of indoor play space and each classroom has its own designated outdoor play area. The outdoor space can be used in all weathers as it has suitable play surfaces and is partly covered by a canopy. Staff put thought into making the rooms inviting by displaying posters, photographs and examples of the children's artwork for their appreciation.

Children stay safe because risks of accidental injury are minimised. Staff use a very good risk assessment system to reduce potential hazards. They check the premises daily and promptly report any potential risks to the school caretaker. A recent flooding incident has resulted in carpet being removed from an area of one classroom. An action plan is in place to replace this carpet. The staff are vigilant about the security of the children. The gate to the nursery entrance is kept locked so that children cannot exit unnoticed and also prevents the unauthorised access by visitors. All visitors are closely monitored. There are safe collection procedures for the children attending out of school care, as staff personally escort them to and from their classrooms at the start and end of the school day.

Children learn about their own personal safety through the daily routine. They know that it is safer to walk rather than run indoors. They understand that they need to take care when playing in the sand to avoid getting the sand in their eyes. Children have practised fire drills so they know how to evacuate the premises in an emergency. They are kept safe on outings as staff complete risk assessments relating to the journeys to the library and church.

Children access a stimulating range of safe and suitable play materials and furnishings. Most of the equipment is set out to enable the children to make choices and self-select. Furniture is of an appropriate size so that children can play and eat in comfort. Play equipment is routinely checked for damage and cleanliness.

Children are safeguarded because staff are fully aware of their child protection responsibilities. This ensures that they act in the best interests of children. There is a clearly written child protection policy and staff have access to the new guidelines from the Local Safeguarding Children Board (LSCB).

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

The provision is good.

Children are secure, happy and have fun as they play. They remain purposefully engaged in a range of stimulating activities which builds on their natural curiosity as learners. For example, in the home corner staff provide children with the opportunities to talk about their home life when caring for the baby. The level of care, guidance and support for the children is very good. There is an effective key worker system, which ensures that children and parents have an

identified person they can relate to. Staff get to know the children extremely well and warm relationships are formed. Children develop confidence and self esteem as staff spend time listening and talking to them and supporting their flow of play. They talk together about shapes, colours and numbers and use musical instruments, listening to sound and rhythms.

Children acquire new knowledge and skills as staff appropriately plan a good selection of activities, resources and play experiences that extends their understanding and learning. They enjoy using their initiative, for example, when building a mosaic wall. Staff readily praise their achievements and children show obvious pleasure from the outcome. Children respond to challenge as they enjoy participating in variety of tasks and show confidence in their actions. Staff are confidently gaining knowledge of the 'Birth to three matters' framework and are successfully using this framework to plan the activities for the youngest children attending the nursery. The youngest children's development is assessed and staff securely track their progress and achievements.

Children attending the out of school provision play together harmoniously. They decide on the activities they wish to take part in both before and after school. Children enjoy challenge as they use construction toys to build intricate models and become totally absorbed as they play with a variety of containers in the water. Discussion with staff about interests, events and current affairs is lively and interesting.

#### Nursery Education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage. A broad range of activities are provided in the pre-school room and planning effectively promotes all areas of learning. Staff are clear about the purpose of activities and what the children are intended to learn. A stimulating indoor learning environment is provided and children enjoy the free-flow into the outdoor classroom. However, the pre-school room with the more challenging activities is not currently accessible to the children receiving funding for nursery education during the afternoons.

Children are keen to learn, remain busy and enjoy concentrating on tasks and activities. Teaching methods are varied and very appropriate to the situation. For example, children are given practical tasks such as sorting and stacking containers of varying sizes and they relish this problem solving task. Activities are adapted to offer sufficient challenge and support for the individual child. Children are making good progress towards the early learning goals, given their starting points and capabilities. Although staff evaluate some activities so ensure that learning objectives are met, they do not assess the overall curriculum to ensure that children achieve as much as they can.

A high priority has been given to developing the children's personal, social and emotional development and as a result children show good independence skills. They put on their own coats for outdoor play and pour drinks at the snack table. Children are fully aware of the need for responsible behaviour and enjoy helping the staff with small tasks such as sweeping the sand and tidying up. In the main playroom children benefit from the independent exploration of resources such as paint, modelling and drawing materials to express their thoughts and ideas.

They show great pride in their achievements by sharing pictures they have drawn with staff and visitors.

Children are competent at counting, calculating and solving simple problems. They count how many dominoes are on the table and then work out how many there are if some are added or taken away. Great excitement is shown when they get the correct answer. Simple shapes are recognised; children can explain the difference between a circle and an oval and know that a rainbow is the shape of a semi-circle. Children are learning to recognise letters and sounds as they match items to the letter of the week. They are starting to write their name and some are given the opportunities to write labels for display. Children write for a purpose as they take telephone messages or write appointments in the diary in the doctor's surgery. They choose to read for pleasure as they share books with their friends.

Children develop their knowledge and understanding of the world at the daily circle time when they observe the weather and learn about the days of the week and months of the year. They explore and investigate through sand and water play. Children show fascination when exploring the changes that happen when water is mixed with cornflour and delight in the sensory experience that the 'gloop' provides. There are excellent opportunities for children to learn about technology. They independently access the computer and confidently control the mouse when playing a variety of educational games.

Children's imagination is developing well. Themed props, costumes and resources are provided to allow children to act out a variety of scenarios. The doctor's surgery gives children opportunities to learn about first aid and demonstrate how to care for a baby doll who is rather unwell. The office allows children opportunities to practise emergent writing and additional stationery is provided so that they can carefully fold a piece of paper so that it fits inside an envelope. Children readily express their feelings through music and movement. They are learning a repertoire of songs and are accompanied by the piano.

### **Helping children make a positive contribution**

The provision is good.

Children are highly valued as individuals and are able to make positive choices and decisions each day. They are secure and contented in their surroundings. Staff positively encourage parents to share information so that they can best meet and support children's individual needs. Systems are in place to support children that may have additional needs. The special educational needs coordinator is enthusiastic about her role and has attended relevant training.

The children's spiritual, moral, social and cultural development is fostered. They develop confidence, self-esteem and respect for others. Children become aware of the wider society as they celebrate festivals and traditions from around the world. For example, children investigate artefacts linked to the Chinese New Year and enjoy eating pancakes on Shrove Tuesday. They take part in charity events and make visits within the local community. A good selection of books and play equipment portray positive images of diversity and encourage children to feel good about themselves and show respect for others.

Children behave well due to the consistent, positive strategies that staff employ to help them understand right from wrong and how to get along with others. Warm friendships are developed. Staff are calm, respectful and provide good role models. As a result children are polite and considerate to their friends and carers. Children help to tidy up, listen attentively and follow instructions carefully. Plenty of praise and encouragement is heard to raise self-esteem. Children benefit from the close links with the school. This ensures a smooth transition when children enter the reception year.

The partnership with parents and carers is good. The effective key worker system enables frequent exchanges of information so that care is consistent. A wealth of written information is displayed in the entrance and newsletters are distributed. Information about the curriculum is shared and parents are encouraged to become involved in their child's learning. A book share scheme operates and children are encouraged to bring an item each week relating to the theme or the letter of the week. Prior to the children starting a home visit takes place to allow the staff to get to know the children. Parents have opportunities to view their child's records by appointment and are kept up to date with achievements and progress. Open days are held and parents take part in successful fundraising for new equipment. Parents views are sought through questionnaires and they make complementary comments about the care and education provided.

## **Organisation**

The organisation is good.

Children's care and learning is positively supported by the effective staffing levels. They are cared for by a well-qualified staff team who attend regular training to keep up to date with current childcare issues and trends. All staff have been checked through the Criminal Records Bureau (CRB) and there are robust recruitment procedures for new staff. Sessions run smoothly and the staff are flexible and adapt the timetable to meet the children's needs. Space is used generally well to allow children to play, eat and rest in comfort.

All the essential regulatory paperwork is in place to support the children's welfare and safety. However, staff do not consistently date their records. Documentation is held securely to ensure confidentiality and there is an operational plan that effectively explains how the setting runs.

Leadership and management of the nursery education is good. The owner/manager is well supported by a motivated staff team. The staff are all aware of their roles and responsibilities and there is a professional team spirit. Children benefit from the staff being interested in their own professional development and regular appraisals are held. The manager assesses the nursery's own strengths and weaknesses realistically through self-evaluation. Since the last inspection the nursery staff have worked hard to achieve accreditation status through the PSLA.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to review the organisation of lunchtimes. Improvements have been made to the way the midday meal is organised. Children now sit in

small groups when they eat their lunch in the school hall. Staff sit at each table to support the children and their independence is encouraged as they use cutlery and learn to cut their food with confidence.

At the last inspection for nursery education there was one point for consideration raised. The provider was asked to review the existing arrangements so that all children have access to pre-school activities with further access to the outside play facilities. The use of the pre-school room has now been extended so that is used during the mornings by the nursery every term. Consequently the children have greater access to a full range of activities, both indoors and outside, throughout the school year.

### **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 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 staff consistently date records relating to the regulatory documentation

#### **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):

- evaluate further the curriculum and the use of space to ensure that all children achieve as much as they can.



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](http://www.ofsted.gov.uk)