

# The House that Jack Built Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	116723
<b>Inspection date</b>	15 May 2007
<b>Inspector</b>	Margaret Moffat / Naomi Bold
<b>Setting Address</b>	12 Chestnut Lane, Hazlemere, High Wycombe, Buckinghamshire, HP15 7BZ
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<b>Registered person</b>	Margaret Joan Whelan
<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 satisfactory. 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?

The House that Jack Built is one of three nurseries run by a company of the same name. It opened in 2000 and operates from a house in Hazlemere. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to an enclosed garden area.

There are currently 33 children aged from three months to under five years on roll. Of these, 11 children receive funding for nursery education. Children come from the surrounding area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs eight staff. Of these five hold appropriate early years qualifications. A further three staff members are working towards a qualification. The nursery also employs a cook and a number of staff who provide holiday cover.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy because staff follow appropriate health and hygiene policies and procedures, for example, using separate coloured coded cloths for cleaning and effective nappy changing routines to prevent cross infection. Clear procedures and records are in place regarding the recording of accidents and the administration of medication. Staff receive specialist training to administer any invasive medicines. This ensures children receive the correct treatment if needed. Children are beginning to recognise their own needs, for example, they know when they are too hot and remove their jumpers. Children follow good routines such as washing their hands after playing with paint, and older children go independently to the toilet and wash hands without prompting.

Children enjoy regular physical activities that helps keep them in good health. They like playing games outdoors such as 'What's the time Mr Wolf', and have opportunities to run around and play on equipment. Children access a good range of tools and equipment to develop their fine motor skills, for example, rolling pins, cutters, scissors, paintbrushes and pencils.

Children benefit from nutritious meals that are cooked on the premises. They enjoy snacks of fruit, with water or milk and this helps them develop good eating habits. Baby meals are prepared according to their stage of development, for example, pureed, finger food or lumps. Staff take account of the wishes of parents to meet children's individual dietary needs.

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

The provision is satisfactory.

Children are cared for in a safe and homely environment where they can move around safely. They benefit from a good range of safety measures, for example, socket covers, radiator covers and a secure outdoor play area. The premises are secure and there are appropriate systems in place such as door bell access and a door chain to prevent unwanted visitors. Although emergency evacuation procedures are in place and fire drills are undertaken, there are several new members of staff who have not been involved in this practice. This compromises children's safety in the event of an emergency. Children learn to keep themselves safe and avoid accidental injury as staff discuss with them why they cannot have the bikes out during wet weather as the ground is too slippery.

Children have access to a good range of toys and resources suitable to their age and stage of development. Regular checks and cleaning records ensure toys and resources remain safe for the children to use. Toys and resources are stored at children's level making them easily accessible to them.

Staff have a good understanding of child protection issues. They demonstrate an understanding of the signs and symptoms to look out for and the procedures to follow if they have concerns about a child. However, they do not have a copy of the Local Safeguarding Children's Board procedures to further ensure children's welfare at all times.

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

The provision is good.

Children are comfortable and secure in their environment. They are keen to participate in activities on arrival and staff are on hand to support those who need it. Children access a range of stimulating and fun activities within daily routines such as painting, water play and pasta. The storage of toys and resources allows babies and younger children to make individual choices about what they wish to play with. Planning is linked to the Birth to three matters framework and observations are used to update children's development records. Babies have fun as they crawl in and out of a ball tent and staff play 'peek a boo' with them through the windows and doors. They giggle with delight each time this happens and try to say 'peek a boo', staff respond to their sounds and gestures and as a result children are becoming skilful and confident communicators.

Children have good fun as they play in soapy water; they look for sea animals, swishing the water around trying to find them. They enjoy pretending to splash each other and giggle and laugh when this happens.

### **Nursery Education**

The quality of teaching and learning is good. Key staff have a sound knowledge of the Foundation Stage and of how children learn effectively. The stepping stones towards the early learning goals are used to observe and assess individual children and while this is not consistently used to inform future planning, staff show very good knowledge of individual children in their care. Children are assessed in relation to their individual starting points, both when they join the nursery and when they move to the pre-school room. Children are consistently challenged well by staff who use good questioning techniques to encourage them to think and respond in their own words. Children take ownership of their learning as they have many opportunities to make resources for planned activities, for example, flash cards and play dough. Planned activities are well paced and staff adapt these in order to prioritise the children's needs, extending activities where possible to benefit children's learning. Children have access to a good range of clearly labelled resources that cater for all areas of learning.

Children are making good progress in all areas of learning. They are happy to attend the setting and enter the nursery confidently. Children are encouraged to be independent in the nursery. They help to set tables, and distribute and collect cups for each other at snack and meal times and hang up their own coats and bags. Children develop good relationships in the group and have respect for others' opinions, listening carefully to their contributions to the group and taking delight in hearing their stories. Children are praised warmly for their achievements. They play well together in small groups, taking turns to play a range of simple board games, such as 'Tummy Ache.' Children are able to explain the rules of games to others.

Children enjoy looking at the world around them. Topic areas cover many aspects of the wider world and they enjoy learning about different types of animals and where they come from. They have opportunities to learn about technology as there is a computer available and a range of programmable toys. Children can explain how things work, for example, children are aware why play dough needs certain ingredients to become solid.

Children respond well to the meal time routine and sit at the table to eat and chat. Older children have learned how to use a knife and fork correctly as staff eat with the children in order that they can watch and imitate them, offering support when necessary.

Children are confident speakers and older children use complex sentences. They talk activities through, reflecting on what they are going to do, and they enjoy stories. Children use language to initiate exchanges and are eager to share with the group especially during a show and tell session. Children use writing for a purpose, to annotate flash cards they have made and to write their names on pictures and mealtime place mats. Children show a good interest in numbers. They count well in everyday situations, such as the number of children sitting at the tables and the number of plates needed at lunchtime. Songs, sorting and matching games and numbered displays are used effectively to promote children's mathematical development.

Children confidently use a range of creative materials, such as play dough, water, crayons and paper to represent their feelings, thoughts and ideas. Children enjoy music and join in singing songs during circle time and at lunchtime. They take pleasure in time spent playing structured games in the outdoor play area and have access to a range of well maintained equipment, including bikes, a slide, a play house and a flowerbed, which they use to grow their own seeds and plants. Children have good small muscle skills. They use tools such as cutters, rolling pins, and pencils with assurance.

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

The provision is good.

Children enjoy respectful relationships with staff and each other. They are beginning to develop confidence and self esteem. Staff know the children well and are aware of their individual needs; they follow individual routines which ensures children receive appropriate support. Children become aware of the wider world through a range of resources, planned activities and as they celebrate a variety of festivals. There are effective procedures to support children with learning difficulties and/or disabilities. Additional staff support is available to help them take part in everyday activities. This positive approach foster's children's spiritual, moral, social and cultural development.

Behaviour management strategies are appropriate and help children understand right from wrong and staff are consistent in their approach. Children learn to share and take turns during everyday play and are aware to tidy up as the staff sing 'The tidy up song' and 'If your helpful and you know it'. Children behave well and respond appropriately to the praise and encouragement they receive from staff.

Partnership with parents and carers is good. Parents receive good information about the nursery through the prospectus which has a résumé of the policies and procedures. Notice boards and monthly letters ensure they are aware of the activities and themes their children will be involved in. Staff ensure parents are kept informed on how their children are progressing and developing through regular daily feedback and parents evenings. Although daily diaries are completed for babies and younger children, these do not always reflect individuality. Parents are made aware of Birth to three matters and the Foundation Stage through wall displays. Parents provide relevant information about their children to the staff and this helps to ensure children's individual needs are being met. Parents comment they are very happy with the care their children receive.

### **Organisation**

The organisation is satisfactory.

Children benefit from the homely, well organised environment where space is used effectively to maximise their play opportunities. Children are happy and settled and have opportunities to mix together in different age groups at various times during the day, helping to promote a

family atmosphere. The high ratios of staff to children ensure children receive individual attention and support during their time within the setting. Effective recruitment and vetting procedures to ensure staff are suitable to work with the children are in place. However, the nursery is in breach of regulations as they have not informed Ofsted of relevant staff changes. There is an operational plan, which includes all policies and procedures for the nursery and promotes the care, welfare and learning of the children.

Leadership and management is good. The new nursery manager is fully supported by the owner and other managers in the group. The manager is fully aware of her responsibilities and has identified the strengths and weakness of the setting. Through monitoring and evaluating the nursery education provision the manager has identified the need for further staff training in the use of assessment information to improve children's progress. She is a good role model and this contributes to the family atmosphere within the group. Staff work well as a team and are aware of their roles and responsibilities. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection the nursery were asked to develop the child protection procedures and the management of a serious accident and to ensure radiators are made inaccessible and do not pose a risk to children. Child protection procedures and procedures for the management of serious accident are in place and the nursery have purchased new radiator covers to ensure the safety and well being of the children.

At the last nursery inspection they were asked to provide children with opportunities to; practice their writing skills; link sounds to letters; count and use simple calculation; access a range of tools and encourage free expression in creative play and discover how and why things work. Children have many opportunities while in the nursery to do these, which enhances their development. The nursery were also asked to develop systems of recording evaluations of activities and observations on children to inform future planning. Although evaluations are completed and observations are made on the children, they are not used to inform future planning and this remains an issue for this inspection.

### **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**

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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):

- ensure staff practise the emergency evacuation procedure on a regular basis
- obtain a copy of the Local Safeguarding Children's Board procedures
- ensure Ofsted are informed of all relevant staff changes.

### **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):

- improve existing systems to ensure that assessments are used to plan for all children to maximise their progress.

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