



## Hadlow Garden Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	127216
<b>Inspection date</b>	06 July 2005
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<b>Registered person</b>	Kinder Groups Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Hadlow Garden Day Nursery is part of the Kinder Group of nurseries in Kent, it was first registered in 1999.

The nursery operates from one building located in the grounds of Hadlow college. The surrounding area is rural. There are four playrooms for differing ages, two bathrooms, a kitchen, an office and a large, enclosed outside area.

There are presently 53 children attending the nursery, none of these has special needs or English as an additional language. There are 15 funded three and four year olds attending the nursery.

The nursery operates from 07:30 until 18:00, Monday to Friday, 52 weeks a year.

Twelve staff are currently employed to care for the children, of these six hold relevant early years qualifications and two are about to study for an NVQ III in childcare and education.

The nursery receive support from the Kinder Group head office and other Kinder nurseries.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's personal hygiene is promoted well within the nursery. Children confidently learn about their hygiene routines through good role models and clear and simple explanations from staff. Older children independently use facilities such as toilets, sinks, tissues and towels competently, whilst younger children have subtle support, to establish an understanding for these routine activities. Staff use appropriate measures to ensure children's health is promoted through safe cleaning procedures, preventing the spread of infection. Children benefit from organised and regularly updated records and procedures for medication administration, first aid and accidents that occur in the nursery.

Children are provided with varied, healthy options of meals, snacks and drinks throughout their time at the nursery, promoting children's understanding of healthy eating. The meals provided by an outside caterer also cater for children's differing dietary requirements. Children's dietary information is regularly reviewed to ensure their needs are met at all times. All children have access to drinks of fresh water at all times.

Children enjoy physical activities, using equipment imaginatively, mostly outside. The children have the opportunity to enjoy fresh air on a daily basis, not just for physical use. They confidently explore and experiment with movement and equipment, extending their learning of the space around them. Children can demonstrate an understanding of how exercise effects their bodies by reacting appropriately to exertion.

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

The provision is satisfactory.

Children enjoy a bright, clean, well maintained and organised environment, which is thoughtfully arranged to allow children to play inside safely, securely and promotes familiarity within the setting. However, some aspects of the garden are not currently

safe and do not ensure children are kept secure and protected from potential hazards or unauthorised visitors.

Children choose from suitable resources and equipment. In some rooms this is independently done, in others these are pre selected for the children. Older children independently access all appropriate parts of the setting to allow them to continue their play and daily routine confidently. Younger children are given supported access to other areas such as the garden and other rooms. Children learn how to keep themselves safe, by following examples from older children and the majority of staff.

Staff follow rigorous procedures to ensure children are kept safe when taken off the premises on regular walks.

The staff have a basic understanding of child protection issues and how to report concerns which promotes children's welfare. Systems within the nursery are implemented to ensure children are protected from people who are not vetted or visiting the nursery.

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

The provision is satisfactory.

Children enjoy themselves, most of the time, at the nursery. Older children and the babies are constantly engaged and interested in their play, developing their confidence and self esteem through appropriately available activities, with sensitive and subtle support from staff. However, toddlers do not have access to sufficient resources and activities to keep their interest sustained within their rooms, therefore they become bored and disinterested in the few activities made available to them. They have a limited choice of free activities to choose from, such as role play, home corners, books or art activities.

Children thoroughly enjoy the play in the outside area, using equipment and resources well, with good support from staff to keep their interest sustained and to encourage their exploration to extend their learning and enthusiasm, discovering further uses for equipment. Babies benefit from regular opportunities to play in different environments and fresh air when taken on walks within the local community.

The assessment records of the children in the nursery are not used positively to inform the future planning of children's development. The staff's understanding of the development of children aged between one and three years is not consistent, therefore the development of younger children is not actively promoted as well as that of the older children.

### **Nursery education**

The quality of teaching and learning is good. Children are making good progress due to the staff's knowledge and use of the Foundation stage. Plans cover all areas of learning, although the plans are not produced by the staff directly involved in the children's play and learning, therefore the knowledge of where the children's current development stages are at and where they want to progress to are not used

effectively. Good observations are made of children's progress linking these to the areas and aspects of learning to show where and how the child is developing as an individual. Good links are then made to the next steps for development, but these are not clearly recorded. Sound systems are in place to promote the inclusion and equal participation of children with special educational needs and those children with English as an additional language.

Children are very confident to communicate clearly and effectively, giving their opinions openly, verbally as well as using gestures and expressions. They enjoy books and understand that written print has a meaning. The children encourage each other to take care of the books and use them appropriately. They use freely available resources such as the office to make marks and show some emerging writing skills, although this could be extended further to enhance children's understanding of using writing skills to label their own work for a purpose.

Some children show an understanding of numbers and a developing knowledge of amounts such as age. Children use shape imaginatively, comparing them to every day objects. However, some mathematical concepts are not promoted through practical purposeful activities to develop children's understanding of using numbers and counting in everyday routine situations.

The children have a strong sense of place and time, and refer to experiences and past events clearly with great explanation as to where it was and who they went with. They relate resources within the setting, to their local community. They confidently explore and experiment with textures and malleable resources, using full descriptive language to explain this experience. Children use technology equipment within the office area but also question how everyday objects work and why. Staff encourage children's full participation in the celebration of festivals, enhancing their understanding of how people celebrate different customs and cultures.

The children thoroughly enjoy the freedom to choose the materials and media available to them to enable self representation in the pre-school room. They can create towards the theme and topic as well as their own ideas for creativity. Children's own drawings and art work are promoted further by written explanations of the child's description of the piece of art. Children have formal opportunities to make music and represent music through movement, although they confidently sing their own songs and make music by banging on the tyres with their hands and making rhythms with other equipment. Role play plays a big part in children's time at the nursery. They openly act out familiar and fantasy roles, particularly those that have experienced new situations.

Children have established good skills in dexterity to use tools effectively and correctly for a purpose. They are independent in self help skills such as buttoning jackets, doing up zips and buckling shoes.

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

The provision is satisfactory.

Children's records contain a good range of individual information which staff use to

encourage children to settle, grow in confidence and to participate in the activities provided. Staff respect and value children's individuality and family circumstances, therefore children feel welcome and play a full part in the setting. Children's understanding of today's society is promoted through a range of resources portraying positive images.

Children's behaviour is managed effectively, they understand the expectations and the boundaries within the nursery, listen to explanations and demonstrate a knowledge of acceptable behaviour. Older children act as role models for the younger children to show what to do and what not to do in nursery. Staff recognise and praise positive social behaviour with praise and encouragement, enhancing the positive relationships between the children and staff.

Children's spiritual, moral, social and cultural development is fostered. The children have opportunities to learn about themselves and build relationships with others through planned and spontaneous activities. The partnership with parents is good. Effective systems are in place to ensure parents have clear communications between home and the setting, giving information about their child's development and the next steps to progress to. However, parents are not given access to the observations that staff record of their children's achievements. Parents are encouraged to give their views and opinions on these next steps to enhance continuity of care and their child's development. Parents are offered information on the Foundation stage both in written form and as part of the children's displays to involve parents in their child's progress. However, parents are not encouraged to give information on their child's stages of development through an initial profile when settling into the pre-school, therefore staff spend more time assessing children to inform future planning of their development, rather than taking them on to the next stage of development.

Parents of the Out of School Club children do not have a system in place to ensure that information from school is relayed to them on the collection of their children.

## **Organisation**

The organisation is satisfactory.

The premises are well organised, with a clear routine followed by both children and staff, allowing children to develop a sense of familiarity. Although ratios are adhered to within the nursery as a whole, the structure and organisation of the staff does have an effect on the quality of care offered to the children, particularly the babies. Staff do not always have adequate support from others to provide the appropriate standard of care expected, particularly at meal times. The routine for children at lunchtimes results in children sitting and waiting for their meal for long periods of time, therefore they become bored and distracted, with little interaction from staff as they are pre-occupied with serving meals.

The documentation is well organised and kept secure. A full operational plan reflects the staff's understanding of the National Standards.

Staff benefit from annual appraisals to assess their development and training needs, which in turn will enhance the opportunities given to children to progress in their care.

Half of the staff in the nursery hold relevant Early years qualifications, therefore using their knowledge and skills to offer satisfactory care to children.

The leadership and management is good. The manager has support from the kinder group and other managers to solve issues and staffing problems to ensure ratios are met in the nursery. The staff are aware of their strengths and weaknesses and evaluate the education programme and look at ways to enhance this for the benefit of the children's learning. Regular meetings between the pre-school staff ensure children are given continuity and that there is a clear focus on the ongoing development of all funded children.

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

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

At the last inspection, the nursery was given two recommendations to develop the care of children and two points to consider regarding the development of children's nursery education.

The bathrooms in the nursery now have partitions to allow children to go to toilet in privacy and with dignity. The Out of School Club now asks parents to sign a consent form to allow children to be transported from school to the nursery in the minibus.

The pre-school children have opportunities to explore and experiment with a wide range of materials and media in the creative workshop. They are encouraged to explore the outside environment extensively, and express themselves with descriptive and purposeful language to show their understanding of their explorations.

Children have effective opportunities to be challenged with climbing skills through a good range of equipment, both natural and constructed to enhance their physical skills.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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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):

- devise a system for the Out of School Club children, to ensure parents are informed of incidents, information, accidents etc that may have occurred at school.
- use children's development records more effectively to initiate planning of their future progress at all times. (also applies to nursery education)
- re-organise the routine of the day to ensure that staff have sufficient support to meet individual children's needs and time is used efficiently to prevent children waiting for long periods of time.
- provide sufficient choices of activities and resources for children to self select, and a flexible routine for younger children, for example by using the Birth to Three Matters framework.
- review children's safety in the garden regarding part of the perimeter fence and unauthorised access to the garden.

### **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 children's understanding of purposeful practical activities, particularly towards developing writing skills, counting and the use of numbers.
- ensure parents have access to all recorded information about their child's development.

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