

Henry's Kindergarten

Inspection report for early years provision

Unique Reference Number	EY283016
Inspection date	12 June 2007
Inspector	Lisa Jane Cupples
Setting Address	Henry Beaufort School, Harestock, Winchester, Hampshire, SO22 6JJ
Telephone number	01962 886735
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Registered person	Henry Beaufort School
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 outstanding.

WHAT SORT OF SETTING IS IT?

Henry's Kindergarten opened in 2004, through the initiative of the head teacher of Henry Beaufort School and is managed through the school's governing body. It operates from a purpose-built building in the grounds of Henry Beaufort School in Winchester. A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to the secure enclosed outdoor play areas.

There are currently 75 children aged from three months to under five years on roll. Of these, 33 children receive funding for early education. The provision prioritises children from the employees of Hampshire County Council, Peter Symonds College and Henry Beaufort School. Children can also attend from the surrounding area of Winchester. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 16 members of staff who work directly with the children. Of these, 14 hold appropriate early years qualifications and two are working towards a qualification. There are also six supply staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a nutritious diet because the staff team have a clear understanding of healthy eating. They provide a wide range of fruit for snacks and ensure fresh vegetables form part of the daily main meals. They discuss the needs of each child with the parents in detail and record the information on their registration forms. Fresh meals are prepared and cooked on site by the nursery cook. She is informed about children's allergies, medical and cultural needs and parents' wishes are respected at all times. Notices with the children's photographs are displayed in each of the rooms and in the kitchen to ensure all staff are aware of the children's individual needs. Children are beginning to understand about healthy eating through daily discussions and talk openly about which food is good for them 'helping them to grow big and strong'. Children's independence is actively encouraged during snack and meal times. They pour their own drinks and spread their own jam on their toast. Fresh fruit is also available. At lunch time the hot cooked lunch is laid out on the table and children serve themselves, further developing their independence and social skills effectively.

Children learn the importance of personal hygiene and are developing good self-care skills through daily routines and discussion. For example, the children wash their hands before snacks and meals and talk about 'washing the germs away'. They use disposable paper towels to dry their hands. Children are protected and enjoy a healthy environment because the staff implement stringent hygiene procedures to help prevent the possible spread of infection. Staff wear disposable gloves and aprons when changing nappies and changing mats are cleaned thoroughly with anti-bacterial spray after each use. Staff follow clear procedures regarding bedding to protect the children. The cots are clearly labelled and the bedding remains in place for each child. If another child needs to use the cot the bedding is changed and the cot is re-labelled. Sleeping children are visually checked every 10 minutes by staff and the information is recorded. However, children's full names are not recorded making it difficult to clearly identify the children concerned.

The staff have a very clear understanding of the procedures to record all accidents that occur on the premises and parents sign to acknowledge that they have been informed, helping to keep children healthy. After the accident is recorded in the accident book staff write on the white board to ensure parents are informed at the end of the day if staff have changed. Clear procedures are in place for medication, ensuring the parents are fully informed. Children will receive appropriate treatment if an accident occurs because all members of staff hold a current first aid certificate. A fully stocked first aid kit is stored in each room and the manager checks the contents regularly to ensure they are up-to-date and well-maintained, helping to keep the children healthy.

Children have ample opportunities to develop their large muscle skills during indoor and outdoor activities. They have access to outdoor play areas with a climbing frame and also use the community hall in bad weather. Children use the school field to take part in running and racing games and enjoy learning to move in different ways. For example, children take giant steps and tiptoe, move sideways and backwards as they explore a planet on their space adventure

outside. They learn simple game rules and work well together during activities such as tag rugby; they co-operate with each other in teams and cheer as they score tries. Children ride wheeled toys with confidence and ease, negotiating the space available well and avoiding collisions, showing good spatial awareness. They are developing sound hand to eye co-ordination during ball games, throwing and catching competently. Staff ensure the children reap the benefits of the fresh air daily and make good use of the outside areas and school grounds during nature walks to explore their environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm and welcoming and a parents' notice board contains useful information in the entrance foyer. The children's own work is displayed brightly throughout the nursery, valuing their achievements and helping to develop a sense of belonging as the children talk about what they have been doing. Children's independence is strongly encouraged from the time they arrive. They hang their coats and bags up on their labelled child-height coat pegs and change their shoes, storing their outdoor shoes in the labelled trays. The nursery rooms are organised effectively to cater to different age groups and the age when the children move to the next room is flexible to meet their individual needs.

Children benefit greatly from the extensive range of equipment and resources used daily in the setting. Resources are stored at a low-level and are easily accessible to the children, developing their independence and freedom of choice. All areas of the nursery are vibrant and stimulating with a substantial range of posters and photographs on show. Children's work is displayed brightly and useful information to support children, parents and staff is all around the walls, making all visitors and families feel welcome. All areas of the setting are very clean and well maintained. There are ample resources around the setting which are used throughout the day by the children which reflect a diverse society and help the children to develop an understanding of the wider world.

Children enjoy a safe and secure environment because staff are extremely vigilant and remove any possible hazards to protect the children in their care. For example, reminding children not to leave things in the middle of the floor where others can trip over them and tucking their chairs in when they leave the tables. Children learn the importance of staying safe through routines such as practising regular fire drills. They are able to clearly explain what they do during a drill. Clear arrival and collection procedures are in place to protect the children. The access to the building is monitored through magnetic doors and visitors are required to ring a buzzer to gain access, alerting the staff who release the doors to let them in. However, people leaving the building occasionally allow unknown visitors into the foyer, potentially putting the children and staff at risk.

Children are extremely well protected because all staff have an exceptionally clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the nursery's responsibilities. Existing injuries and incidents are all recorded and parents sign to acknowledge the entries, helping to safeguard all the children who attend.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Staff have an exceptionally good understanding of the Birth to three matters framework. They ensure an extensive range of experiences are provided for the children covering all aspects and components. Staff observe the children's achievements and keep detailed records. They collate the information and plan the next range of experiences to reflect the children's next steps, promoting their development effectively in all areas. The staff know the children extremely well and are affectionate and sensitive to their needs. Children are held when they have their bottles and staff provide lots of cuddles and reassurance when the children come to them, making them feel safe and secure throughout the nursery. Children are extremely confident in all age groups, becoming competent learners and skilful communicators. Every activity has a clear purpose and all staff are aware of the reasons for providing the activities and experiences for the children, enabling them to extend the children's learning and development at every opportunity. Staff are skilled at asking open-ended question, encouraging the children to think about what they are trying to achieve and allowing them time to think about their answers before they respond, making the children feel valued and part of the group.

Staff sit with the children of all ages and interact exceptionally well. They talk to the children continually, making eye-contact and helping them to become competent learners and skilful communicators. They respond to the children's cooing and babbling, smiling and talking to them. Staff participate fully in the well planned activities. For example, the youngest group of children enjoyed body painting. As soon as the staff began setting up the area, taping large sheets of paper to the floor and preparing the bowls of water to wash the children they became excited, waving their arms and calling out in anticipation. The children are given time to experiment and explore the materials, using paint brushes, sponges and their hands and feet. This enables them to express themselves from a young age and learn about the different textures. Children benefit from a calm and relaxed atmosphere throughout the nursery. Staff talk to them reassuringly, helping them to settle well into their groups. Throughout the day children take part in boisterous, energetic activities, full of laughter, such as singing the sleeping bunny song and sticky kids. They enjoy dancing and often repeat the songs individually during free-play.

Staff introduce new vocabulary and talk animatedly about animals during a small group activity. Children are totally engrossed as they talk about the animals and the noises they make; looking at pictures in the books. Children's confidence is growing as staff gently encourage their participation. They sit quietly when staff are speaking, listening carefully to the questions. The whole activity is aimed at the children's level; staff ask effective questions because they know the children and their abilities exceptionally well. Children in all the rooms laugh and giggle as they sing songs and dance. Staff bring the activities to life using resources such as puppets and feely bags; children squeal with delight as they make the animal noises.

Nursery Education

The quality of teaching and learning is outstanding. All staff have an exceptionally good understanding of the Foundation Stage and early learning goals. They take an active part in planning and delivering a well-balanced curriculum aimed at meeting the children's individual needs. Their knowledge and enthusiasm enables them to plan and prepare purposeful activities throughout the day, ensuring they make the most of all learning opportunities. Key workers observe the children's progress and record the detailed information clearly in their records of achievement. The information is used to identify the children's next steps, which are reviewed

every month and form the basis of the short-term curriculum planning, ensuring their individual needs are being met fully. The records are meticulously maintained; ensuring anyone working with the children can see their next steps in all areas at a glance.

At the beginning of a planned theme, staff spend time talking to the children to gauge their level of understanding before organising specific activities to ensure everything is aimed at the right level. For example, children are currently looking at 'Space', and this week the staff are planning to talk about planets. On Monday morning circle time involves finding out what the children already know through discussion, reference books, posters and pictures. Staff record the children's understanding on flip chart paper and display them around the walls at the children's level. This gives the staff team a clear starting point and enables the children to set the stage for their own learning, ensuring no time is wasted repeating what they already know, helping them to make rapid progress towards the early learning goals in all areas.

Staff are exceptionally skilful at extending the children's vocabulary and learning and enriching their experiences at every opportunity. They listen carefully when the children speak and respond with enthusiasm and interest. Every single member of staff in the setting is highly motivated and they all provide a consistent and exceptionally high standard of activities. Staff are animated, fully engaging the children in innovative activities, for example, the space adventure. Staff often provide additional resources to expand on the children's play or leave resources out following more structured activities. For example, ensuring creative resources are always available to enable the children to practise their skills further during free-play, consolidating their learning.

Children confidently suggest ideas and speak in groups, sharing their ideas during key worker groups and in large group activities, such as circle time. They fully understand the agreed codes for groups and work in harmony with each other, often with no support from staff, as the staff know when to stand back and allow play to develop and enable the children to work things out for themselves. For example, children manage their time on the computer and agree the rules for tag rugby outside. Children enjoy reading books, often predicting what will happen next as they pretend to read to each other. They have ample opportunities to practise their emergent writing skills for a variety of different purposes. Children are able to hear and say initial sounds when looking at their name cards and some of the clear labelling around the room, showing an understanding that text has meaning.

Children count throughout the day at every opportunity. They count how many pieces of toast they have had, how many children are playing rugby and how many blue cars they can see in the car park. They recognise numerals and use mathematical language to describe size, shape, quantity and position during free-play. Children have many opportunities to investigate and explore a wide range of natural and man-made items. They are curious and ask questions to learn more. Children use the computer competently and use everyday technology during their play. For example, they use torches, tape recorders and a laptop. Children have many opportunities to create their own ideas during art and craft activities. Their work is displayed brightly around the room and they proudly show visitors what they have been doing. Staff also plan art activities to link in with the short term planning and themes. For example, this month the children are learning about 'Space'. They have built a big rocket and are keen to explain that it has been all the way to space. Their learning continues and they use their imaginations fully during the 'space adventure' outside. Children benefit from the skills of an outside music worker who visits the nursery regularly. They are currently learning about crescendos and enjoy singing and playing instruments. They pretend to be animals and use the instruments to make loud and quiet noises reflecting the type of noises they think the animals make. Children are

extremely pleased when the music lady arrives and look forward to their sessions. One four-year-old told the inspector ' Oh, you have to wait to see, it's great!'

Helping children make a positive contribution

The provision is outstanding.

Children benefit from the staff understanding of the equal opportunities policy. The policies are implemented extremely effectively, so children are all treated fairly and have equal access to the vast array of resources and planned activities. Staff take the time to get to know each child and their families, helping to build good relationships. Children benefit because staff are able to plan and organise activities and daily routines to meet the needs of each child who attends; they ensure all children have equal access to all the resources, activities and staff attention, helping them to feel valued and respected. Children's social, moral, spiritual and cultural development is fostered.

The setting has extremely clear policies and procedures in place to support children with learning difficulties and/or disabilities. Staff implement them effectively because all new information is cascaded during team meetings, so they are all fully aware of new procedures or changes to the existing systems. Staff are happy to liaise closely with other agencies to ensure all children receive high quality care reflecting their individual needs enabling them to participate fully throughout the nursery. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are implemented effectively, ensuring the children know exactly what is expected of them. Staff are extremely positive role models, encouraging the use of good manners and politeness at all times. Children are beginning to understand right from wrong and behave exceptionally well because staff give clear explanations, relative to each child's level of understanding. Staff ask questions to be sure the children fully understand the rules and why they are in place. Staff focus on positive behaviour and provide constant praise and encouragement, readily recognising the children's efforts and achievements. This builds the children's confidence and self-esteem, motivating them to do well and try their hardest without fear of failure.

All parents have access to their children's records on request and are fully aware of this. They feel the staff are very open and approachable; they are able to talk to them about anything at any time. Key workers are always available because the manager covers if parents want to speak to them and the daily diary sheets provide additional written information. Parents like the way the children are settled into the group and greeted by staff making them feel valued and welcome.

Partnership with parents of children who receive funding for early education is outstanding. Parents receive high quality information about the setting. Each day the room leader completes the room white board showing parents what their children have covered relating to the six areas of learning. It often includes activities and ideas for the parents to complete at home with their children. This enables the parents to become fully involved in their children's learning. The manager meets with all new parents to discuss the setting's aims and objectives and to answer any queries the parents may have. The notice board is used effectively to display the planned curriculum in each room and parents can see how the needs of their child are being met and how it is incorporated into the daily routines and activities. Parents are encouraged to be involved with their children's learning by staying as long as they like when they bring their children into the setting. They are able to take books home and staff keep them informed about topics and themes through the newsletters and displaying the planned curriculum, helping to build good links with home. Parents' evenings are held three times a year for the various

age groups and the setting organises a range of events to encourage the children to become fully involved in the nursery.

Organisation

The organisation is good.

Staff are exceptionally well-organised and this enables them to provide an extensive range of stimulating and challenging activities throughout the day. Children are fully occupied and completely engaged during their time at the setting, which has a very positive effect on their behaviour. The setting meets the needs of the range of children for whom it provides. Staff are deployed extremely effectively throughout the nursery providing high quality support and supervision for the children at all times. The staff team are knowledgeable about child development and know when to intervene and when to allow play to develop naturally. The nursery is laid out to allow the children to move freely from one area of learning to another, this increases the children's independence. The daily routines are seamless and the activities flow into each other without disrupting the children's learning.

Children are protected because the setting's recruitment and vetting procedures are robust. All records, policies and procedures, which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are in place and most are maintained to an extremely high standard; although, some records do not include the children's full names and the daily attendance register does not currently include the children's times of arrival and departure.

The leadership and management of the setting are outstanding. The nursery is managed by the nursery committee and the chair is on the full governing body of the school, ensuring information is shared openly and the overall management of the setting is carried out effectively. The management committee employs an extremely knowledgeable and dynamic manager to run the day-to-day aspects of the nursery. The manager has a clear vision for the setting and strongly supports and supervises the well-established and experienced staff team. Clear roles and responsibilities are defined throughout the setting. Staff know exactly what is expected of them and respond exceptionally well to the manager's high expectations. She plays an extremely active role in the nursery and fully supports the whole staff team, from organising an extensive range of training, to helping serve the children's lunches. The staff team work effectively together to provide an efficient, vibrant and exciting environment for all children.

The manager continually reviews, monitors and evaluates all aspects of the nursery and the educational programme. Staff performance and the delivery of the curriculum are observed and this forms part of the appraisal system. Training needs and strengths are identified to improve the activities provided. Daily activities and the use of resources are evaluated and practice is adapted to ensure the children receive high quality learning opportunities across the board. All staff play a role in monitoring the provision to further improve the setting.

Effective systems are used to ensure children receive a wide and varied curriculum and continue to make rapid progress towards the early learning goals. Procedures track which areas of the learning have been covered during any given period of time, this ensures a well-balanced programme for all the children. Extensive and strong links have been developed with the local schools and other agencies to ensure children enjoy the full benefits of a purposeful, innovative and stimulating curriculum. The entire staff team are devoted and extremely committed to continually monitoring, evaluating and improving the service provided for the children in their care.

Improvements since the last inspection

At the last care inspection the setting was asked to develop the resources for outdoor play and to increase the fenced outside area to ensure enough space is available when the nursery is full. Children throughout the nursery now have access to secure outdoor play areas. Staff plan the outdoor activities as part of the curriculum ensuring children reap the benefits of the fresh air daily and experience the full range of activities indoors and outside, changing their play and learning environment. The outdoor area has been increased in partnership with the community pre-school, ensuring enough space is available for all children when the nursery is full.

Nursery Education

Not applicable

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 outstanding.

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 the children's full names are recorded on all documentation
- ensure the daily attendance register includes the children's times of arrival and departure
- further develop the procedures for access to the building to ensure unknown visitor's are not able to enter the building without staff being aware.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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