

Compass House Day Nursery

Inspection report for early years provision

Unique Reference Number	151091
Inspection date	02 July 2007
Inspector	Michelle Ann Parham
Setting Address	Compass House, West Meon, Petersfield, Hampshire, GU32 1LX
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Type of inspection	Integrated
Type of care	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.

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?

Compass House Day Nursery is located in West Meon in Hampshire and registered in 2000. The setting is privately owned and a family concern. The supervisor oversees the day-to-day organisation of the provision. Children have use of the preschool room, playroom, reception room on the ground floor and a sleep room which is located on the first floor. There are also two fully enclosed outdoor play areas. There are currently 26 children aged from under one to five years on roll, with four children aged five to eight years who attend for out of school care. Currently six of the nursery children receive funding for education. Children come from a wide catchment area as most of their parents work.

The nursery is able to support children with additional needs or who speak English as an additional language. There are five members of staff employed to work with the children, the majority of which hold relevant early years qualifications and continue to undertake further training. The provision works closely with the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop an extremely positive attitude to physical exercise and thrive from plenty of outside play opportunities at the setting. They have access to safe, fully enclosed areas which consist of a covered hard standing section and a lovely garden which is part lawn and soft tarmac surface. Children have coats and boots which means they can enjoy regular fresh air and exercise and experience all types of weather and walks into the local community. Children learn about the benefits of exercise through topics and discussion and are becoming aware of the positive effect exercise has on their body such as making them 'out of puff' or feeling their heart beating faster. Children take great delight from the setting employing a music and dance teacher for two sessions per week and they have a wonderful time participating as they wave their scarves or tip toe and sway to the music expressing their creativity. They negotiate their way well around the room during music showing a good sense of space and gaining increasing control over their movements.

Children's care is well fostered. Individual and personal information is discussed and recorded with parents to ensure health and dietary needs are identified. As the provision is a small setting practitioners work extremely well as a team and all information is shared to ensure any children with individual health requirements have these met effectively. Children are protected from illness and cross infection because practitioners have stringent routines in place to maintain their health and well-being. They use, for example, disposable gloves for changing nappies and anti-bacterial spray on tabletops and changing stations. Children are well protected from the spread of infection as parents are asked to exclude children who are unwell to avoid them being exposed to unnecessary risks to their health. Children's health is highly promoted because of the immaculately clean environment provided. Children thoroughly enjoy responsibilities to help maintain their environment such as tidying away equipment and helping practitioners and peers to carry the storage boxes. They learn the importance of good personal hygiene through daily routines and topics and confidently visit the toileting area to wash their hands after outside and messy play and before meal times. Well maintained first aid boxes are easily accessible and children receive immediate first aid treatment in the event of an accident as most practitioners are first aid qualified, therefore able to deal with accident and ill health effectively and efficiently.

Children learn about healthy eating through general discussion and topics such as being healthy. They are very well nourished at the setting as they benefit from wholesome home cooked food. Meals, for example, are cereal for breakfast, Shepherds pie and vegetables with fromage frais for lunch and for tea vegetable soup with wholemeal bread and butter and fresh sliced banana. Children are able to drink fresh water throughout the session which they can access independently and enjoy a variety of fresh and dried fruits for snack time with milk or water. As a result children's dietary needs are effectively met; this helps to maintain energy levels and contributes to their continued good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an extremely bright, stimulating, child-friendly environment that has all the required facilities to support their individual needs. They enjoy their well equipped rooms where good organisation of resources means they can freely and safely access toys as they

play. Children are kept safe and secure at all times because practitioners demonstrate high regard for their safety. Visual daily risk assessments are undertaken to ensure all areas of the facility are safe for children, and this is supported with an in-depth quarterly written risk assessment. Consequently play areas and resources are safe for use and children's access, including the outdoor areas and if outings are undertaken. Children are kept secure because access to the premises is personally monitored through the use of CCTV, alarms indicate when visitors arrive and they are then personally greeted. Effective procedures are in place regarding the safe collection of children as parents are required to give written consent and passwords are used for alternative arrangements. Fire safety equipment is in place and procedures and emergency evacuation plans are clearly displayed and practised regularly to ensure a safe and swift exit from the premises in the event of an emergency.

Children move around the setting easily as the rooms are well organised to promote independence and for children to move around freely whatever their level of mobility. They are confident in their surroundings and independently select resources that meet safety standards. The equipment is in very good condition and appropriate for the children's age and stage of development. Children are supported exceptionally well within the setting as staff ratios and deployment are excellent, which further contributes to their safety.

Children are protected because practitioners have experience, good knowledge and understanding and awareness of possible signs and symptoms that may indicate a child were at risk. They are aware of their role and responsibility to protect children in their care and of the procedure to follow should they suspect a child was at risk from abuse. Formal documentation is in place to record existing injuries; however this is within accident records and therefore a minor weakness as concerns may not clearly and swiftly be identified and reported to the relevant agency.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are well cared for by a team of highly skilled practitioners who have a very good understanding of their individual needs and overall plan stimulating activities to help them to make progress in their learning. The setting operates a key worker system which ensures practitioners have full knowledge of children's abilities and individual needs and are suitably supported during their attendance. Practitioners have excellent understanding of the Birth to three matters framework and make very good use of 'Little Baby Books' to implement the advice contained in the Birth to three matters guidance. Specific planning is in place for younger children ensuring they are stimulated with developmental activities and supported to become competent learners, skilful communicators and strong, healthy children. These younger children have an 'All about me' progress and development book which is shared with parents who are invited to contribute to their child's progress and learning. Practitioners know the children well and form warm and trusting relationships whereby children feel confident and comfortable in their care. Children are very happy and well settled at the group; they experience a positive welcoming environment where they are actively encouraged to enjoy and achieve.

Nursery Education

The quality of teaching and learning is outstanding. Practitioners have an excellent understanding of the Foundation Stage Curriculum and use the framework highly effectively to plan for children's next steps in learning. The practitioner responsible for planning and delivering the curriculum knows the individual preschool children well. Planning is in-depth

and clearly links to the early learning goals with clear objectives. Excellent evaluation of each individual child and what they have achieved over the week is undertaken and as the group is small the practitioner is clearly aware of what further activities are required and how she will help children make their next steps in learning. Practitioners include additional activities for children who are more and less able and show clear instruction for ensuring sufficient challenge of the focus activities and differentiation. Children are making excellent progress in their learning which is supported by all practitioners having exceptionally good interpersonal skills and providing a well balanced interesting curriculum whereby children are provided with fun and purposeful activities. Practitioners give their full attention to the children and are extremely focused, assisting and encouraging the children using effective questioning to help them learn and participate fully within the group.

Children receive an abundance of praise and encouragement which has a huge positive impact on their self-esteem and levels of confidence. Their independent skills are constantly being promoted as practitioners encourage children to undertake personal tasks such as putting on their socks and trousers after music and movement and visiting the toilet area independently to wash hands before snack. Children have strong exploratory impulses; they show increasing independence in selecting and carrying out activities as they choose their own puzzles and whether they want to sit on the floor or complete them at the table. They are very happy within the setting and are developing very good social skills as they 'chat' to peers about their friends at home or confidently interact with practitioners or within a group.

Children sit extremely well at group time or for focus activities and benefit from practitioners being highly skilled at including all children and encouraging them to be involved. They enjoy the letter lizard and are extremely good at recognising letters and sounds they make. Practitioners make very good use of flash cards and descriptive language to encourage independent thinking. Children's listening skills are developing extremely well as they easily follow instructions and happily wait for their turn either in a game or in music and movement. Children enjoy stories read by practitioners or exploring books independently which they have chosen. Some older children are now looking at first reading books with simple words. Children have good opportunity to mark make through focus activities or natural free play and some older children can write their own names and sound out each letter. Subsequently children's communication, language and literacy are developing very well.

Children have ample opportunity to develop their mathematical understanding in accordance to their level as counting and opportunity to recognize number are woven through daily routines and practical activities such as counting how many pots and how many children at snack time and using bright number games with minus and addition symbols for children to undertake simple calculation. All mathematical clusters are covered as children learn about shape, space and measure within play, discussion, daily routines and focus activities such as using measuring cups in sand and water play to explore volume and size.

Children benefit from innovative resources and activities to promote knowledge and understanding of the world. They have thoroughly enjoyed planting sunflowers and seeing how they grow and looking closely at mini beasts where they have found worms and insects resulting in a delightful display of their own ladybird paintings. Practitioners promote interest tables with items such as natural materials collected on woodland walks of leaves, cones and conkers. Children have very good opportunity to learn about technology as they access the computer using programmes, the mouse and the printer; further developing their understanding of equipment and ability to follow instructions. They show a good sense of time and place as they adapt well to the routines of the day and are gaining an increased understanding of time

through a puzzle clock and discussion about changes through the seasons. Practitioners are innovative when covering cultures and beliefs as they also include less familiar celebrations and events such as the Dragon Boat Festival and Raksha Bandhan which increases children's understanding of the wider world.

Children thoroughly enjoy the music sessions and confidently request favourite songs such as Boogie Blues and London's Burning. They are able to express themselves creatively through dance and regular use of musical instruments and join in with gusto and earnest as they sing and play along. Creativity is further promoted for children by provision of varied imaginative play resources. They enjoy the opportunity to dress up as, for example, police or fire personnel or participate in pretend play in the shop, doctor's surgery or garden centre where they can express their own ideas through play. Children also benefit from using various art and craft resources such as play dough, collage, paper mache and clay and have recently enjoyed making salt dough fruit as part of the being healthy topic. Artwork is explored, enjoyed and child led which results in wonderful displays of children's own work around the setting, evidencing how practitioners value children's self-expression, imagination and creativity.

Helping children make a positive contribution

The provision is outstanding.

Children develop high levels of self-esteem which is unmistakably fostered in all aspects of the provision. Their work is displayed prominently so they can see how their contributions are valued. They develop a good sense of themselves because practitioners provide an environment of inclusion and where they are welcomed and thoroughly encouraged to participate in all activities. Children are highly valued as individuals because practitioners have an excellent understanding of equal opportunities. Their needs are met in accordance with any special requirements. Positive images and activities that promote diversity are in place throughout the setting as the group have books, dressing up clothes, small world play, puzzles, posters and dolls that portray positive images of all members of society, including disability. Consequently children become aware of a wider society and develop great self-esteem and respect for others.

Children thrive in this setting on the abundance of praise and encouragement they receive. Any odd occasions of unwanted behaviour are successfully handled with a minimum of fuss and upset using positive methods such as gentle discussion and explanation. Children love the opportunity for having responsibility or a special job and take great delight in carrying out a helpful task. Well done stamps are awarded for achievement and have a positive impact on children's very good behaviour. Children learn acceptable behaviour because practitioners are excellent role models as they encourage good manners, sharing and taking turns. Practitioners inform parents about how they manage children's behaviour and any concerns are discussed with parents to ensure they are fully up to date and can be addressed effectively. Children's social, moral, spiritual and cultural development is well fostered.

The partnership with parents and carers is outstanding. Children's needs are very well met as practitioners develop excellent relationships with parents and ensure documentation records children's personal requirements. Parents and children are personally greeted which contributes to a welcoming environment. Parents are fully informed about the setting as they are provided with a prospectus and practitioners thoroughly discuss all aspects of care and nursery education. Parents are regularly informed of their child's progress and learning through 'All about me' books and developmental diaries detailing children's progress in regard to Birth to three components or the Foundation Stage of children's learning. Records of achievement are shared every two months and parents can contribute to children's learning as they are able to use the

allocated laminated letters supplied for their children and are kept informed of targets set for their next steps. Discussion takes place on arrival and at home time and parents are also invited into the group to share events with the children such as the arrival of a new baby. Parents interviewed on the inspection visit expressed their support of the group and high regard for practitioners and were very happy at the level of care and education that their children receive.

Organisation

The organisation is good.

Leadership and management are outstanding. The supervisor and deputy of the setting have an excellent understanding of the National Standards and ensure the team work consistently to meet them. Excellent procedures are in place to ensure the group reviews working practice as all practitioners complete a self assessment form on how they ensure the outcomes for children are met and have an individual development plan. Therefore evidencing how they strive to improve and build on their very good practice. All practitioners are experienced or qualified in child care with the supervisor and deputy currently in the process of completing a degree in early years which contributes to children receiving high quality care and education. Practitioners work extremely well as a team and meet regularly to discuss working practice. The management structure provides good direction and supports the team well. Robust recruitment and vetting procedures ensure the safety of children within the facility and effective procedures are in place for the comprehensive induction of new staff to ensure that they are aware of the setting's working practices and policies.

Practitioners have excellent knowledge of the Curriculum Guidance for the Foundation Stage to help children make exceptionally good progress in their learning. Good use of the Birth to three matters framework ensures the younger children are actively supported in their care and development

The setting maintains the required documentation to a high standard and has policies and work practices in place to promote the children's health, safety, enjoyment and achievement, with just a minor weakness noted in regard to where existing injury information is recorded. The setting operates ratios above the required National Standard which contributes to children being very well supported and supervised. The deployment of practitioners at activities and for assigned housekeeping tasks has a positive impact on the relationships they build with the children and the organisation of the session. As a result children are fully engaged and occupied throughout their time which contributes to their very good behaviour, learning and development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was recommended to ensure that records are maintained should parents not provide permission to seek emergency medical treatment or have specific requirements and to update the complaints policy ensuring that the contact details for Ofsted contain the correct address and telephone numbers.

The complaints policy and emergency medical treatment form have now been updated which has a positive impact on the good health of children, partnership with parents and overall organisation.

At the last nursery education inspection there were no recommendations made but the provider was asked to give consideration to providing children with further opportunities to learn that

in English print is read from left to right and top to bottom; to practise writing for different purposes and to further develop the systems to record children's progress towards the early learning goals. Subsequently practitioners now label pictures accordingly and point out the flow of text when reading stories. They ensure writing materials are readily available in other areas such as the home play section and systems in place to record development are highly effective in evidencing how children are making excellent progress in their learning. These improvements have a positive impact on children's understanding of reading, their written communication skills and the quality of teaching and learning.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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):

- ensure existing injury information recorded is stored whereby any concerns can be noted at the earliest possible time and therefore action taken accordingly to safeguard children.

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