

# Hyde Park Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348913
<b>Inspection date</b>	30 July 2008
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<b>Registered person</b>	Bright Horizons Family Solutions Limited
<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?

Hyde Park Nursery is privately owned by Bright Horizons Family Solutions. It is one of 117 settings in the United Kingdom. It opened in 2007 and operates from three rooms in a Church crypt in Hyde Park, in the City of Westminster. Children have access to a secure, enclosed, outdoor play area. Children come from the local and wider community.

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 all year. There are 41 children on roll, of whom six are in receipt of funding.

Currently, there are no children attending with learning difficulties or disabilities. There are some children in attendance who have English as an additional language.

Eleven staff members work directly with children and hold a relevant childcare qualification. The nursery receives support from the Early Years Advisory Teacher and has the Financial Times Best Workplaces UK award.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children gain an excellent understanding of good hygiene practices and personal care through extremely well organised daily routines. Carefully planned activities and excellent interaction between members of staff and children promotes their understanding of staying healthy. For example, children learn how to wash their hands after toileting, learn to wipe their noses when necessary and discard used tissues in the bin. They know why they have to use anti-bacterial gels and wipes after wiping their noses.

Children are cared for in a very clean and well maintained environment where excellent hygiene is practised throughout the nursery. Children are protected from infections as staff members take added precautions to minimise the risk of cross infection. Some of these measures include regular hand washing and encouraging all visitors, parents and staff to use alcohol gel, strategically placed at entrance to children's rooms. There are seven fully qualified first aid trained staff in post, which means children receive appropriate medical treatment in the event of an accident; and they receive extensive care when they are unwell. Staff members are unquestionably knowledgeable on steps to be taken in the event of an emergency. Parents provide written consent for seeking medical treatment, medicines to be administered; any medicine given is recorded and witnessed.

Children are beginning to learn about extensive hygiene and how to care for themselves as staff members are positive role models. They support the youngest children in their independence as they use the toilet and wash their hands, while explaining and guiding them in their understanding of personal care. Efficient nappy changing arrangements are in place and times of nappy changing are recorded and shared with parents.

Children enjoy a varied range of nutritious snacks and meals which reflect cultural differences. They enjoy making choices in the fruits offered at snack time and the more able children are encouraged to serve themselves at lunch time. They are beginning to understand about healthy eating as staff talk to children about this and reinforce healthy eating through the daily activities.

Meal times are social occasions and babies are well supported and their independence promoted as they are provided with appropriate feeding utensils. Staff members sit close by, gently encouraging them in their eating. Children are able to have a drink of water whenever they are thirsty and babies are regularly offered fluids to ensure they do not become dehydrated.

Children enjoy daily fresh air and exercise in a secure and enclosed, outdoor play area. They play with a small range of toys and equipment, such as walking on a plank, going up and down a small slide, tunnels, riding on wheeled toys, playing with balls and climbing large equipment to provide challenges for the older and more able children.

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

The provision is satisfactory.

Children are cared for in a warm and welcoming environment where posters, artefacts and children's artwork are attractively displayed. They move safely around the environment, which has lots of natural light, is cheerful, warm and very welcoming. There is a good range of suitable and safe equipment. Resources are stored in low-level displays, which are easily accessible to

children, therefore, this gives opportunities for children to make decisions and choices about what they want to play with and develop autonomy over their learning.

The premises are safe and secure, which means children are kept safe from unwanted adults, and children are unable to leave the premises unsupervised. All visitors are required to sign a visitors' book. Furthermore, children's safety is protected by the satisfactory risk assessments in place to prevent children from accessing hazards, and sound arrangements are in place to protect sleeping babies. However, the risk assessments of the outdoor play areas are not fully effective and therefore compromise aspects of children's safety. For example, the enclosure for the gas valve in the older children's play area is not fully secure and can be accessed by children. Additionally, the storage drawers in the cupboard in the baby play area pose a toppling hazard to young children. Children have access to discarded bags in the corner of the play area.

Children are beginning to learn about how to keep safe as staff talk to the children about keeping safe and reinforce this through daily activities and routines. For example, how to behave when playing indoors to prevent unnecessary accidents occurring; keeping safe when using the stairs, and how to play safely outdoors.

The overall welfare of children is safeguarded because staff members are suitably informed about their role and responsibilities in child protection. Training is encouraged to ensure staff members have current knowledge of issues surrounding child protection. There are comprehensive procedures for staff to follow if they have concerns about a child and include a procedure to follow if any allegations are made against a member of staff.

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

The provision is good.

Children generally enjoy their time at the nursery. Children who are settling in are given good levels of individual care from key staff members who help them to settle quickly. The Birth to three matters framework which supports children's learning in their earliest years is very well understood by staff, and is incorporated effectively into the planning of the day.

Children benefit from the warm and gentle care that the staff members give. They are interested in the children, and give lots of appropriate support which helps them to feel safe and secure. For example, in the outdoor play area, a baby crawls to support itself by holding onto the railing bars. Staff member points to the laminated pictures on the railings to interest and engage the child by saying 'who is this', 'how many'.

Children enjoy a varied and interesting range of activities and experiences. Babies are keen to investigate the broad range of materials in the 'treasure basket', which encourages them to explore using all their senses and young babies use movement and sensory exploration to make connections within their environment. For example, a staff member encourage babies to touch, explore and investigate safe mini items that are made from wood, metal and plastic. Babies enjoy the different colours and textures.

Staff members gently guide children in their learning as they become involved in their play, whilst listening to tranquil, background music. Staff members are skilled at extending children's vocabulary by asking open-ended questions to make them think, and respond appropriately. For example, a member of staff supports child's learning whilst exploring dough by using and repeating key words such as 'roll,' 'flat,' 'soft' and 'squash' . The child happily works with the staff, patting the dough and placing fingers inside, exploring the texture and feel of the dough.

## Nursery Education

The quality of teaching and learning is good because staff have a firm understanding of the Foundation Stage guidance. Observations and assessments inform planning and have sufficient detail and clarity to enable staff to support children with activities at the right level to track their progress and challenge them and are used to plan for the next steps in learning. Children's individual profiles show how well they are making progress during their time at the nursery.

Plans are based on broad themes and an interesting range of meaningful activities are provided. However, planning is not in sufficient detail to allow staff of differing abilities to have a good understanding of the learning intentions. Some learning opportunities are hindered, for example, as staff have differing experience and abilities in the extent to which to support children's learning by asking questions and in extending the activities for more able children.

Children begin to develop friendship groups and staff members encourage them to show respect for each other. Their independence is encouraged when, for example, children put on their outdoor shoes and help themselves to snacks. Children's personal, social and emotional development is well promoted and children are becoming confident in making their needs known to staff.

Children show curiosity and persist at their chosen activities and staff members extend learning. For example, as a child cuts cucumber for the African snail, staff members support children's learning by asking questions, the adult asks whether it is thick or thin and asks the child what it might taste like. Children show their interest by saying the snail must be hot and happily sprays its shell with water to cool it down.

There are lots of good opportunities for children to develop early writing skills and mark making. Children have the opportunity to mark make with chalk and pencils in an area identified for writing. There are plenty of opportunities for children to mark make in most other areas of the nursery, for instance, there are diaries, calendars and notepads in the role-play area. Name cards have been developed and used well to encourage children to identify their names and activities to mark make for a purpose, for example, by labelling their paintings.

Children talk about, recognise and recreate patterns when threading beads, solve mathematical problems by completing puzzles, using rulers and tapes and construction toys. Children use mathematical language confidently in their play. For example, big and small, heavy and light, in describing objects. However, there are limited opportunities for children to recognise written numbers in the learning environment, both indoors and outdoors, to encourage them to make easy links to numbers in most areas in their environment to consolidate their learning.

Staff members are skilled in following the natural interests of children to extend learning, and understand how one theme can cover all six areas of learning. For example, a project is introduced when a child returns from holidays. This involves introducing new vocabulary, talking about the country and locating it on the world map.

Children's physical development is promoted well with the range of large physical equipment and the challenges for the more able children. Children have regular opportunities for fresh air and outdoor play with the interesting range of outdoor equipment to provide all children with enough challenges to extend their learning and development. Children benefit from tutored physical activities, such as 'Stretch and Grow' movement to music. They match up down gracefully, doing flying movements and mimicking train movements whilst stood on small circle mats. The lead tutor dramatise the repertoire to engage children's interest and make it more

enjoyable and children beam with delight whilst engaging in exercise. As children move and hop alternatively on each foot to fast pacing music their hearts beat faster. The tutor encourages children to touch their hearts to feel the difference of the heart beats after exercise and talk about the changes in their bodies when they exercise.

Children enjoy cooking activity making scones. They count how many spoonfuls of ingredients, talk about the origin of ingredients and taste and smell some ingredients. For example, children smell vanilla essence and conclude that it smells like vanilla ice cream and know that raisins are dried grapes. They take turns to learn skills such as whisking, mixing and pouring.

Children's creativity is very well supported. They have opportunities to enjoy music and movement on a regular basis. They have access to an adequate range of media and materials that enable them to make constructions, collages, paintings and drawings.

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

The provision is good.

Children are content and secure. All children are welcomed into the nursery because staff value and respect the individuality and family context for each child. Their individual needs are very well met as staff members know the children well and they receive good levels of individual care. Close relationships help children feel secure and increase their sense of trust in adults.

For example, a baby puts its hands out to be picked up and a member of staff responds to this immediately. The baby then enjoys the comfort and security of being cuddled by the adult and babbles contently. Staff members act as good role models to encourage children to learn good manners and promote good self-esteem.

The nursery has a very good range of resources and lovely visual displays that promote a positive view of the wider world and increases children's awareness of diversity and their understanding of others. Systems are in place to support children with learning difficulties and/or disabilities. There is a named special educational needs coordinator for the setting who has attended relevant training, and good links with external agencies means children's individual needs are appropriately met.

Children are encouraged and supported well to participate in activities and play through the warm and positive language used by staff. Behaviour is good as staff have a sound understanding of managing children's behaviour positively according to their age and stage of development. Children are given clear messages and boundaries and offered lots of praise and encouragement. Staff members talk to children about right from wrong, giving explanations as to why certain types of behaviour are not acceptable. They are reminded of being kind to their friends, and encouraged to share and take turns. This positive approach means children's spiritual, moral, social and cultural development is fostered.

Children benefit because of the nursery's positive approach to working in partnership with parents and carers. The settling-in procedure enables the child's main carer to stay with them in the nursery for as long as necessary to ensure they are secure and happy. There are good communication systems in place to ensure children are cared for in accordance with parental wishes. Parents and carers are kept well informed of their children's daily routines, for example, daily record reports are completed and given to the parent at the end of each day detailing the sleeping and eating patterns for children under one year.

The partnership with parents and carers of children who receive nursery education is good. Parents are well informed about the Foundation Stage and how children learn. Comprehensive exchange of information is shared with parents at the beginning of the placement and good written information is included in the nursery prospectus. Parents are able to discuss the progress of their child with staff at any time. They are encouraged to become involved in their children's learning by attending key worker conferences. At such meetings, their children's profile is discussed and a clear outline of journey of their child's development is outlined and parents have the opportunity to make comments. Parents receive regular written progress reports.

Furthermore, regular 'Ready for school' newsletters for parents give valuable information to promote reading aloud to their children at home. Giving tips on how to make such experience beneficial for their children, such pointing to words as they read; as this links and aid connection between spoken and written words.

Comprehensive complaints procedure includes regulator's contact details. A complaints log is in place in line with current regulation.

### **Organisation**

The organisation is good.

Children are happy, secure and developing confidence, primarily because of the high quality of care and commitment of the staff team. Staff members obviously enjoy working with the children and their enthusiasm is communicated to the children very effectively.

Children develop a secure sense of belonging because the staff members work effectively with parents to ensure they have a thorough knowledge of children's individual circumstances and needs. They are developing good relationships with staff members, who have been thoroughly vetted for their suitability to work with young children. Children explore the well organised environment where resources are attractively laid out and they are learning as they play.

Children's welfare and individual needs are well met by the nursery. There are appropriate records in place to support their understanding of each child. Good, comprehensive policies means children are very well protected and safeguarded. However, risk assessment of the outdoor play areas is not fully comprehensive and exposes children to some hazards.

Leadership and management are good. The staff team work well together and are clear about their roles and responsibilities. They are well supported by a person in charge who has a clear vision for the future of the nursery. There is regular involvement from the area manager who works together with the person in charge to monitor and evaluate the quality of the provision and the delivery of the Foundation Stage curriculum. They are confident in making changes and adapting the service to ensure children make good progress in their learning. Clear systems are currently being developed to assist the delivery of the educational programme under the new Early Years Foundation Stage, due to be implemented in September.

Staff members have a good understanding of the Foundation Stage and are skilled in extending the learning for children receiving funding. There is a clear commitment to ongoing training to further develop the quality of care and education that children receive. Good rewards systems, such as 'awards of excellence and 'employee of the month' awards, are in place for staff members

to recognise and acknowledge their efforts in achieving goals and find ways to celebrate this success.

A comprehensive range of policies and procedures are in place to promote the well-being of the children and implemented efficiently by staff. All legally required written records to promote the welfare, care and learning of the children are in place and maintained efficiently. As a result, the setting meets the needs of the range of children for whom they provide.

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

Not applicable.

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

Since registration 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):

- improve risk assessments in the outdoor play areas to ensure that all hazards are made inaccessible to children

#### **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):

- ensure planning is in sufficient detail and clarity to enable staff with different abilities to understand the possible learning intentions and how activities are used to meet the individual needs of the children using questioning and teaching techniques to sufficiently challenge or extend children's language or thinking
- improve opportunities for children to recognise written numbers in the learning environment both indoors and outdoors



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)