

# Hamp Infants School - Hamp CC Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362609
<b>Inspection date</b>	04 June 2008
<b>Inspector</b>	Elaine Douglas
<b>Setting Address</b>	Hamp Children's Centre, Rhode Lane, Bridgwater, Somerset, TA6 6JB
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<b>Registered person</b>	The Governing Body of Hamp Infants School
<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?

Hamp Infants Children's Centre Nursery is managed by the board of governors of Hamp Infant School and runs alongside their local authority nursery Jack and Jills, sharing staff between the two provisions. It opened in 2007 and operates from a baby unit and pre-school unit in a purpose-built building, with direct access from the pre-school to the school. Each unit has their own kitchen and personal care facilities. It is situated in the Hamp area of Bridgwater, within the grounds of the Infant school. A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. Sessional and hourly childcare is offered as well as an after school provision. All children share access to a secure enclosed outdoor play area.

There are currently 75 children aged from three months to under five years on roll and 10 children from five to eight years. Of these, 24 children receive funding for early education. Children come from Hamp and the surrounding areas. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The child care manager holds a level 4 qualification and six other staff are employed to work with the children, two of whom hold a level 3 qualification, two hold a level 2 and two are working towards a qualification. They are supported by a qualified teacher and two nursery nurses from the school. There is also a cook/housekeeper. The setting employs a part time advisory teacher and is supported by the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is protected by the staff following good procedures. The premises and equipment are kept clean, tables are cleaned with antibacterial spray and table clothes are used for meals. Staff use antibacterial gel after helping children to blow their nose, to protect children from illness and the spread of germs. Younger children are protected from cross contamination by very good nappy changing procedures, the sterilisation of baby equipment, the no outdoor shoe policy in the baby unit, and individual sheets and blankets for sleeping. There is a good supply of first aid equipment, which is regularly checked to ensure it is well maintained. Good procedures are followed to record and deal with any accidents or necessary medication.

Children develop a good awareness of healthy practices through their daily routines. They all wash their hands prior to eating and after using the toilet. They enjoy a range of healthy snacks and meals, which are prepared fresh on the premises. Staff remind children to use their hands when they sneeze to protect other children. Water and milk is provided at snack and lunch time, and children can ask for a drink at any time. However, it is not easily available for those less confident to ask or after physical exercise. Parents are asked to provide hats and apply sunscreen to protect children from the effects of the sun. Children demonstrate their awareness by commenting on the sun hitting their skin and making it red.

Children develop spatial awareness and learn to control their large muscle skills through daily opportunities for physical exercise and outside play. Staff use the Foundation Stage curriculum to plan a range of activities. For example, children negotiate tunnels as they re-enact the Going on a Bear Hunt story. They use a wide range of equipment in the garden and access the school's adventure playground to challenge the more able children.

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

The provision is satisfactory.

Children are kept safe through good supervision, and through the security systems such as keypad entry into the centre and each of the units. Annual and daily risk assessments are carried out to ensure the premises and equipment are safe, and that all necessary equipment is in place. However, registers are not checked sufficiently to ensure children who arrive late have been recorded. This would compromise children's safety in the event of an emergency evacuation.

Children have good space to play and babies are able to sleep safely in an adjacent room which is constantly monitored. Lower-level storage, tables and chairs, settees and carpets provide a safe, comfortable environment in which children can access a wide range of appropriate resources. A good range of equipment is available to meet individual needs. For example, babies and toddlers can have their meals in a bouncer, a high chair, or a low chair and table. Kitchen facilities are available in each unit so that staff do not have to leave the room and older children can independently access the adjacent toilets.

Children learn about keeping themselves safe through good discussions during stories and their daily routines. For example, one child explains how they keep safe in the water by wearing armbands and another mentions having a life jacket under their seat in an aeroplane. They regularly take part in practising the emergency evacuation procedures and fire equipment is regularly checked.

Children's welfare is effectively safeguarded through the staff's good knowledge of child protection issues. All staff received training and understand the clear procedures for recording and acting upon any concerns. Appropriate documentation is in place to provide further guidance.

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

The provision is good.

Children under three years benefit from the staff having a good awareness of the Birth to three matters framework. They have been pro-active in implementing the new Early Years Foundation Stage and using this as a guidance for planning. Staff motivate children to gain a good disposition to learn. Even the youngest children enjoy whole group stories. Staff use a large book so that all children can see and get involved. Their communication skills are enhanced as they try to copy staff expressions and modelling of words. For example, one toddler copies p p for pebble and sh sh for shell. Each child is given good opportunities to be involved in the activities and are praised for sharing. Children are given choices about the activities they wish to be involved in and can select from pictures to choose songs to sing. Staff keep good records of children's progress and share these with parents to identify the possible next stages of development.

Children who attend the out-of-school provision are given good opportunities to be involved in making suggestions and contributing towards the planning. For example, one child who has been to the beach gets involved in creating a picture of their outing. Books and games are available which are appropriate for their age and ability. Children enjoy a range of creative activities such as making their own drums, face painting and play-dough.

Nursery education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage of learning, and the learning intentions for activities. They plan and deliver a stimulating and exciting curriculum both inside and outside. Teaching methods are very good as staff work directly with groups of children, pose questions to make them think and offer new language to extend their vocabulary. During discussion times, staff give children time to express their own thoughts which develops their self-assurance and esteem, For example, asking children for their ideas on how to cross a river. Most staff support children in developing independence in their learning and daily routines. Good use is made of impromptu situations. For example, when staff discover young toads in the garden, they are brought to the attention of the children who notice how they breath and move. Children have good opportunities for free play and independent learning. However, the structure of the day means that children spend time moving from one whole group activity to another, which impacts on some children becoming restless. Staff make constant observations of the children's achievements and use these to cross reference to the early learning goals, to record progress and look at their next stages of learning.

Children are making good progress towards the early learning goals and staff have high expectations for children's learning. Children are developing good reading and writing skills as they recognise their names and letters displayed in the environment. They are becoming very aware that print carries meaning as they look at books and listen to stories. Staff use children's interest in stories to develop their learning in other areas such as acting out the story, making collages and painting. Older and more able children have good opportunities to practise their early writing skills so are starting to form recognisable letters and words. They count confidently that there are five adults in the room and when one more enters they say there are six. Staff extend this by asking how many would there be in total if the baby unit staff came in and children confidently answer.

Children are exploring, experimenting and observing change through scientific activities, and find out about their own environment. For example, they find out how ducklings hatch and grow, and use a magnifying glass to look closely at strawberries. Children create their own collages using natural resources and observe nature as they walk through the school grounds and the local area. Children are confident to use the computer and are increasing their skills as they click and drag using the mouse.

Children's creativity is promoted through an area dedicated to role-play with a very good range of resources and equipment. Children are able to dress up and act out their life experiences. They help themselves to instruments and experiment with ways of playing them. One child very excitedly explores the shaving foam, makes marks and watches the changes as they spread and squeeze it. Children create with a range of textures and materials. However, these are provided by staff which limits children's imagination. Overall, children make good or better progress considering their starting points and abilities.

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

The provision is good.

Children are valued as individuals, consequently, they are settled and happy within the setting. They use Somerset Total Communication to ensure all children are included. Routines are depicted in words and pictures. Parental consent is sought to share information with other agencies to provide appropriate support for children and their families. Children with learning difficulties and/or disabilities are well supported and included in the curriculum through individual educational plans. Staff work closely with their parents and outside agencies to ensure their needs are met and they continue to be supported in their development.

Babies receive consistent care appropriate to their individual needs through effective communication between staff and parents. All parents receive good information on the routines, policies and procedures. The Ofsted poster is displayed and there are clear procedures if parents should have a complaint.

Children are very well behaved. They understand the expectations of being kind to each other, being polite and sharing. Staff praise them for 'good listening' and make it clear to children that they can say no when it is appropriate to do so. Children learn about people's differences through a suitable range of positive images and celebrating festivals. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. There are two meetings held each year to ensure parents are aware of the Foundation Stage curriculum and how it is implemented. They have good opportunities to see their child's records and speak to staff about their development.

Good displays show children engaged in activities and the plans are also displayed to enable parents to be involved in their child's learning. Parents can attend sessions and see for themselves how their child learns through their play. Books are available for parents to borrow and share at home with their children.

## **Organisation**

The organisation is satisfactory.

Children's welfare is protected by the setting keeping Ofsted informed of any significant events such as the recent building work. The well organised operational plan has been completely reviewed and is still being updated in line with recent changes to the registered body. Rigorous recruitment and induction procedures ensure only suitable personnel are employed. Children's personal files are stored confidentially and are well organised to ensure that all information is easily assessable in an emergency. Parents sign their children in and out. However, this is not always effectively monitored to ensure it is correct.

Children benefit from the good organisation of the premises both inside and outside. There are plans in place to further improve children's free access to the outdoor activities. There are good links with the infant school both through communication and the physical environment, which provides greater resources for the children and support for the staff. The nursery manager has attended recent training in effective staff management and all staff have good opportunities for development. The centre also provides a health visitor drop in clinic, baby massage, a childminder's network group, messy play sessions, stay and play sessions, tumble tots, a toy library and a family breakfast club. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. There is good communication between the manager, the deputy, the Foundation Stage teacher and the headteacher, to ensure consistency and a coherent Foundation Stage. Annual appraisals are used to monitor and plan staff development. Senior staff have attended training in the new Early Years Foundation Stage and are beginning to implement it. The deputy works directly with the children and staff, and all senior staff spend time teaching and interacting with the children. The vision for the funded children is to have a seamless transition to the school nursery to complete the Foundation Stage. Continued evaluation ensures ongoing actions for improvements.

## **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 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):

- ensure all children can access fresh drinking water, especially after physical exercise
- ensure registers are accurately maintained to ensure children's safety in the event of an emergency evacuation

#### **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):

- review the organisation of the sessions to ensure children do not spend too long involved in whole group activities
- increase the opportunities for children to access and use creative resources independently

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)