

Hollygrove Nursery School Day Care

Inspection report for early years provision

Unique reference number

EY374236

Inspection date

23/09/2009

Inspector

Mandy Gannon

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hollygrove Nursery School is privately owned. It originally opened in 1993 and has been under its current management since 2008. It operates from a scout hall in Hampton, in the London Borough of Richmond upon Thames. The nursery school serves the needs of families in the area and the local community. The group is registered to care for a maximum of 26 children aged between two and under five years and currently has 37 children on roll in the early years age group. The nursery school welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery school operates each weekday from 9.15am to 12.30pm, during school term times. Children attend for a variety of sessions. There are four full-time staff currently working with the children, who all attend regular training, of whom, three hold a recognised early years qualification. The setting receives support from an advisor from the local Borough of Richmond. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit as the staff have a clear understanding of the needs of each individual, valuing their uniqueness. Children are effectively supported and enthusiastically participate in a wide range of interesting activities. Staff regularly review their practice and adapt the setting to meet the needs of the children attending. Children benefit from successful close working relationships with parents, carers and others. The staff work well together, they are enthusiastic about developing their skills and continue to make improvements to the setting. However, staff's qualifications for first aid have lapsed and there is currently no member of staff who holds a current first aid qualification and this is a breach of requirement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person has a current paediatric first aid certificate and must be on the premises at all times when children are present(Safeguarding and welfare).
- 02/11/2009

To further improve the early years provision the registered person should:

- details of fire evacuations to be recorded in a fire log book of any problems encountered and how they were resolved
- procedures for identifying , reporting and dealing with accidents, hazards and

faulty equipment.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as relevant required policies, procedures and information are all in place. An effective new recruitment policy is in place. The staff team have a thorough understanding of the signs and symptoms of abuse and neglect; they have attended recent training and have an accurate understanding of the procedures to follow. Children's safety is successfully promoted as a daily record of attendance is maintained including a record of visitors, fire evacuations are completed and risk assessments are carried out. However, details of any problems encountered during fire evacuations and the identification and resolving of issues when completing risk assessments are not clearly documented to ensure good quality improvement in all areas.

The staff team work seamlessly together, a high percentage are qualified and all staff access training on a regular basis to ensure they are up to date with current changes. The setting has begun to complete a formal self evaluation in order to identify areas for further development and improvement. The staff team are continually looking at ways to move the setting forward, by adapting and evaluating activities and have recently applied for funding to improve the outside area. The setting has a clear view of their provision and the enthusiastic staff team drive the success, developing ways for further improvement.

Children benefit as successful, strong relationships are built with parents and carers. All parents spoken to at the inspection spoke very positively, praising the setting and commented 'they are just brilliant they will do anything to meet the child's needs and they keep me informed all the time'. Staff ensure that good quality communication is in place through daily discussions, newsletters and prospectus. Parents are involved in the children's learning in the setting, they contribute to ensuring staff are aware of the starting points, are well aware of their particular needs and interests ensuring that staff are able to meet individual needs. Staff have an accurate understanding of the benefits of partnership with parents and carers working closely together to best meet the needs of the child, ensuring they reach their full potential and valuing each individual. Effective links are made with other agencies as the staff attend professional meetings, visit other settings, welcome visitors and have good links with local schools, as some teachers visit new prospective pupils at the nursery aiding smooth transitions onto school.

The quality and standards of the early years provision and outcomes for children

Many children have only recently begun and are new to the setting, although there were a few tears, staff meet individual needs very well and it was not long before they were all involved and interested in the activities. Children relate well to the staff and other children, and staff are skilled in ensuring that children are actively involved and interested. Children feel safe and secure as they are well supported

and their individual needs are highly valued. Staff discuss with each other prior to the child's arrival their needs and interests to ensure they adapt and differentiate activities to meet each child's needs. Staff are skilled at meeting the needs of children; they offer praise and encouragement and skilfully extend and develop their learning.

Children develop a healthy lifestyle as they develop an understanding of food that is good for them. For example, they bring fruit from home that they share with their friends and have regular opportunities to play in the large outside area. They take it in turns to be actively involved in the preparation of snack where they discuss the names of fruits, identifying different fruits using the chart provided and discuss food that is good for us. Effective hygiene procedures are in place as children are aware to wash their hands prior to the snack, after visiting the toilet and a robust nappy changing procedure is in place. Children access tissues independently, they wipe their noses and dispose of them appropriately. Good quality hygiene practice contributes to minimising the spread of infection.

Children understand how to play safely and successfully put into practice how to keep themselves and others safe. For example, staff remind children not to run inside and how to play carefully in the sand so that it does not go into others eyes. Children feel safe as new children soon settle, they sit with staff in the book corner and share a book. Children are kind to one another as they offer others reassurance and give a toy to a crying friend.

Children build positive relationships with their peers and the adults. They are kind to one another and through support of the staff develop skills such as taking turns and sharing. For example, children demonstrate how they throw beanbags and show excitement as they get it through the hole, they recognise that another child is watching and invite them to join in their game.

Children's communication, language and literacy are strong within the setting. Children identify their name on arrival and post their name into the box; they confidently 'write' their name on art work and use lists of names by the creative area to identify their name and copy. They freely access pens and paper frequently mark making as they write shopping lists in the home corner, make a plan for their trucks and record their score as they knock down bottles as they play skittles. Some children are able to identify all the letters of the alphabet and work together in posting them into the matching pocket. Staff are skilled at talking to the children and extend children's vocabulary through asking questions to make them think and introducing new words. Children enthusiastically participate in circle time; they access books independently and enjoy sharing stories in small or larger groups where they actively participate. Staff ensure that communication is inclusive in all areas of the setting with pictorial signs around the room to support the written word and staff use signing throughout the session.

Children have regular opportunities to problem solve showing they are clearly developing their awareness of numbers, shape, size and position. They use the resources and undertake activities suitable to their own development with the staff. For example, a child sings ten green bottles as they start playing skittles, they identify they only have five bottles, they knock down two bottles, and identify

how many bottles are left. Children begin to draw their house and identify what number is on their door, they explore their environment finding objects with the same number.

Children have access to a wide range of good quality activities which cover all the areas of learning. Staff skilfully extends children's learning as they are aware of their individual needs and adapt appropriately, asking questions to make them think. Children use the resources well and staff provide support sensitively if required enabling children to succeed. Staff make regular observations and assessments on children's progress. They evaluate activities and use all this information, together with a concise understanding of each child to plan the next steps in their learning. Children's independence is encouraged as they are able to make choices and select resources from activities set out, through photograph albums detailing resources and asking staff. Although, self-selection in some areas are not sufficiently developed limiting children's active participation. All children progress well in the setting as staff place high value and have a clear understanding of the uniqueness of every child.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years Register 02/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register 02/11/2009