

# Heath House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY381395
<b>Inspection date</b>	15/06/2009
<b>Inspector</b>	Carol Patricia Willett
<b>Setting address</b>	52 Fleet Rd, Fleet, Hampshire, GU51 4PA
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## Description of the setting

Heath House Day Nursery opened in 2009. It is a privately owned setting and is part of the group of five provisions owned by the registered person. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted house in Fleet, Hampshire. It is open five days a week, 51 weeks of the year. Sessions are from 07:30 until 18:30.

The nursery is registered to care for up to 60 children at any one time. There are currently 32 children on roll. The nursery accepts children in receipt of nursery grant funding and can support children with learning difficulties and disabilities and children with English as an additional language. The nursery currently employs five staff members to work directly with the children. All staff hold relevant childcare qualifications. The manager holds a relevant degree qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff provide an inclusive environment where children's individual needs are well known. Children make good progress because they are involved in a wide range of practical activities that interest them though there are some gaps in the provision. Staff have good interactive skills, are deployed effectively and support children well in their learning and development. Information is shared verbally and in writing on a daily basis with parents and their children's development records are freely accessible to them. Self-evaluation is effective in identifying areas for improvement and an action plan is in place to show how and when these will be achieved. Consequently, they have a good capacity to further develop the quality of the provision offered to the children.

## What steps need to be taken to improve provision further?

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

- further improve opportunities for children to see positive images of diversity displayed in the environment and learn to value and respect differences through the use of labelling in the different language of children attending the setting
- further improve hygiene procedures by ensuring all children consistently wash their hands before eating
- improve the educational programme and children's progress in the early learning goals through increasing opportunities for children to develop calculation skills and their physical skills for climbing and balancing.

## **The leadership and management of the early years provision**

The proprietor and the manager work well together valuing and respecting each others role and communicating effectively to ensure the day to day nursery operations run smoothly. The manager is well organised and has developed a comprehensive range of documentation, policies and records which underpin the good practices in the nursery and contain the necessary detail. The manager and staff reflect on their provision critically and are committed to providing care of the highest quality developing an action plan to ensure they continually improve all aspects of the nursery. Staff performance is monitored and their development is encouraged to ensure their knowledge and skills are up to date. They have a clear understanding of their important role in safeguarding children. Staff are well deployed and work well together and value the support of the management. This creates a friendly caring environment where adults work with children to provide a good level of care and support. Effective systems are in place to protect children and the building has been very nicely refurbished with high regard to their safety, for example, entry to the nursery is monitored by closed circuit television and procedures to identify visitors are robust. Daily checks are carried out to make sure that the premises, toys and equipment are clean and safe and risk assessments are conducted for the premises and for all outings. Regular fire drills take place to ensure staff and children are aware and confident in an emergency.

Staff develop good relationships with parents and they are very positive in their praise of the setting. Parents' views are sought and their opinions and ideas taken into account. One parent said she chose the nursery as she was 'impressed by the passion, commitment and vision of the owner'. Parents receive written information about the provision and a copy of all policies and procedures are available for them in the entrance lobby. They are kept up to date through newsletters, written records and daily discussions with staff. They are also invited to attend regular parents' evenings, where they have opportunities to discuss their child's progress and set targets for development.

## **The quality and standards of the early years provision**

Children play in an attractive, well organised, welcoming environment where they have access to good quality resources which stimulate their imagination and provide challenge in their play. Staff monitor children's interests carefully in order to plan activities which they enjoy as they value learning through play. They complete regular written observational assessments and use them to evaluate children's progress along the early learning goals and to plan activities to support their development. There are some gaps identified in achievement records, such as in problem solving, reasoning and numeracy. Staff have purchased further resources to develop children's skills in this area.

Children are confident and demonstrate good self-esteem and social skills. Staff encourage them to learn to share and take turns and gain an understanding of right from wrong. Children begin to gain an understanding about how to keep themselves safe, as they learn about safe crossing while out on walks in the

locality and staff use gentle reminders as they play. Children enjoy a variety of freshly prepared nutritious meals that are cooked on the premises. They are learning about good nutrition through a varied menu of healthy options, such as fresh and dried fruit at snack time and pour their own drink of water or milk. Allergies and dietary needs are fully discussed with parents, recorded and fully accommodated in order to promote children's good health. There are good measures in place for the prevention of cross infection through the provision of good cleaning routines and dispensers for anti-bacterial hand wash gel. Staff regularly demonstrate the importance of hand washing in order to prevent the spread of germs and older children are encouraged to develop their self-care skills. Younger children do not always have their hands washed before eating.

Children enjoy a good range of well planned activities and play experiences that encourage their learning and development and capture their interest throughout the nursery. As a result, children enjoy their time and make good progress in development. Children develop close relationships with the staff who are friendly, caring and affectionate and they form friendships with other children. This develops their self-confidence and social skills and they gain a sense of belonging. Children are excited as they use the height chart and observe how big they have grown. They compare size as they discuss who is the tallest. Children's achievements are praised and valued and some of their creative work is attractively displayed. Younger children like to look at books as they can independently access them in the Jelly Tots room. Staff are very responsive and help children develop their knowledge and understanding through sharing their interest in the books. Older children listen well to a story in a group during the day, and enjoy ad hoc stories sitting comfortably with a member of staff reading to them in the book area.

Children learn about the world they live in as they walk to the pet shop to choose the nursery pet hamster. They excitedly prepare for his arrival carefully placing his bedding in his house and looking at his food. They choose to call him Bear as he is brown and furry. Children have opportunities to see the wider world reflected in the toys and resources they use. All children are welcomed into the nursery and staff take time to get to know their individual needs including their home languages and important words. There are no images of diversity or labelling in other languages displayed on the walls in the nursery. Children have good opportunities for physical exercise and outdoor play in the nursery garden. They use wheeled toys with confidence and throw and kick balls at targets. Younger children practice their developing skills through the use of push-along walkers in the garden as they enjoy the fresh air. There are few opportunities for children to develop climbing and balancing skills.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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: Met

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