

Hayeswick

Inspection report for early years provision

Unique reference number	EY307565
Inspection date	03/09/2009
Inspector	Susan Linda Capon

Setting address	33 Addington Road, West Wickham, Kent, BR4 9BW
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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.

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Description of the setting

Hayeswick Nursery was registered in June 2005. It is privately owned with the provider acting as both the manager and registered person for the group. The nursery operates from a detached house in a residential area of West Wickham, situated in the London Borough of Bromley.

The facilities available to the children are made up of three main playrooms with two additional rooms available. There are nappy changing facilities, toilets and wash hand basins located nearby and a secure garden is available for outdoor play.

A maximum of 53 children in the early years age group may attend the nursery at any one time. There are currently 47 children on roll. The group offers support to children with special educational needs and/or disabilities and those with English as a second language. The nursery is open for 50 weeks of the year from Monday to Friday between 08:00 until 18:00.

The nursery employs 14 members of staff, including the manager and deputy who are supernumerary each day. Of these 12 hold an appropriate early years qualification. The nursery also employs a cook, cleaner and financial advisor. Additional regular visitors to the nursery are the Ballet, French and Sporty Tots teachers.

The nursery receives support from Bromley Early Years Development and Childcare Partnership and has achieved the Quality Improvement in Learning and Teaching Accreditation Scheme and I Can Accreditation Scheme.

The nursery is registered 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 outstanding.

The strong management and staff team are dedicated to providing high quality provision where the children are nurtured, enabling them to develop and grow in an extremely caring environment. Children eagerly explore an extensive range of stimulating and interesting activities every day, keeping them busy and occupied. Inclusive practice is promoted throughout the provision, ensuring every child's individual needs are incorporated into the daily programme, enabling all children to develop and progress appropriately. Extensive training for all staff ensures they are fully conversant with all aspects of the Early Years Foundation Stage curriculum and the day to day procedures for the nursery. The ongoing extensive self-evaluation, incorporating information gathered from staff, children and parents using the provision, ensures the management continue to develop and extend the quality of the provision offered. The nursery continues to build excellent relationships with parents, providing more opportunities for them to be fully involved in their child's care, learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the provision through the addition of another baby room and new outdoor play area, incorporating opportunities for children to continue to develop and learn through the outdoor environment.
- continuing to develop the book corners and books in all playrooms, enabling the children throughout the nursery to enjoy relaxing with a book, during the day.

The effectiveness of leadership and management of the early years provision

The enthusiasm and driving ambition of the management team encourages all staff to be devoted to working to a high standard throughout the provision, providing quality care and learning for every child attending. They implement the in depth policies and procedures, ensuring the children are always safe and secure, during their time in the nursery. All staff continue to develop their childcare knowledge and skills through attending additional training opportunities, implementing their learning in the provision. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with children, maintaining their safety at all times.

The nursery has excellent, in depth procedures for evaluating all areas of the provision through its day to day practices. For example, activities are fully evaluated, ensuring they meet the individual needs of each child. The nursery has completed two accreditation schemes looking closely at all areas of their provision, including how well they communicate. They have developed the use of signing and Makaton, ensuring all children and parents can let their needs be known. All previous recommendations have been acted upon and the nursery has clear plans for expansion and continual development of the garden area.

Daily extensive risk assessments ensure the premises are safe and secure, minimising all potential hazards and unnecessary accidents. Children are developing their awareness of how to keep themselves safe. For example, they understand they must not go downstairs without an adult and hold the handrail so they do not fall.

Excellent systems are in place for supporting all children in the nursery, including those with special educational needs and/or disabilities and children with English as an additional language. Staff develop close relationships with all professionals, parents and any other provision children attend, ensuring they work together, promoting continuity of care. For example, staff liaise with speech and language therapists, implementing the same strategies for encouraging language development and progression.

The children's welfare and safety is paramount to all staff. High adult to child ratios ensure all children receive quality time in the provision and are fully supervised indoors and outdoors. The extensive resources are rotated well throughout the provision, enabling children to enjoy a wide range of activities, toys and equipment relevant to their developmental needs each day. Staff constantly check the toys and equipment, ensuring these are safe and suitable for children to use. For example, a book case and new books are on order for the pre-school room to replace the well worn books currently available. A wide range of festivals and learning opportunities linked to races, cultures and disabilities are incorporated into the programme of activities. Opportunities to learn French and words from different languages spoken by children in the nursery extend their awareness of other people's culture. All children access an extensive range of positive images through posters, books, toys and equipment, enabling them to develop their awareness of other people and the world about them. Visitors to the nursery include the road safety officer, a Queens Guard and nurse.

Everyone in the nursery has developed strong relationships with all parents. Parents find the staff warm, welcoming, enthusiastic and friendly, making them and their children feel at home and part of the group. They say their child has enjoyed the warm, loving environment and they have counted their blessings their child has been able to attend. They have never been concerned about leaving their child in the nursery as the staff work very hard to ensure they provide outstanding care. Parents like the homeliness of the provision and are pleased their children have developed and progressed ready to make the transition to school after attending the nursery since it first opened. Additional opportunities through e-mail and open evenings enable parents to keep abreast of the nursery activities. Newsletters, various notice boards and the group policies and procedures ensure everyone is fully conversant with the group ethos and day to day operational plans. Parents particularly enjoyed the opportunity to attend a special leaver's concert followed by refreshments made by the children, making their child's last day a very memorable occasion for everyone.

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

The consistent, hard-working staff team work extremely well with all the children attending. They provide high quality, innovative, stimulating, interesting activities throughout the provision, supporting individual children's development and progress. Children's artwork is displayed around the provision, enabling children to develop their confidence and self-esteem as they proudly show their parents their masterpiece.

Children are developing an excellent awareness of the importance of developing a healthy lifestyle. They all enjoy the delicious, healthy, nutritious meals, incorporating fresh fruit and vegetables supplied by the daily cook. All the children have healthy appetites and many enjoy a second helping. Individual dietary needs are always incorporated into mealtimes and children have a special placemat, ensuring all staff are aware of their specific food and drink requirements. Children

are fully involved in preparing the tables, pouring their own drinks and washing up their crockery when they have finished. They eagerly discuss healthy food options, participating in a broad range of healthy eating activities both organised and spontaneous as they play and learn. The children enjoy growing and tasting vegetables from the garden, for example, tomatoes. Outdoor play is enjoyed daily as the children wash the large cars or climb and jump, using the large play apparatus. Activities available cover all areas of the curriculum, extending opportunities for children's all round learning. For example, children explore zoo animals in the sand tray and chalk and drawing pictures, writing their name and numbering a hopscotch activity on the path. Children understand they need a drink after their exuberant play. Additional opportunities to develop their physical skills are enjoyed when the sport tots and ballet teachers attend each week. For example, the children enjoy opportunities to play football and develop their racket skills.

All staff are fully conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into the daily routine throughout the provision. Extensive planning ensures every child's specific needs are incorporated, enabling children to progress and develop at their personal rate. Extensive evaluation of activities ensures suitable changes are made when required and staff identify the personal progress for individual children. An excellent balance of adult led and free choice activities are incorporated into each day. The curriculum covers all areas equally, enabling children to achieve all round development. Key workers build on individual information gathered at registration, enabling them to encourage children's ongoing development and progress through the early learning goals. Excellent, regular, well-written observations are effectively used to plan for the child's next steps. Well written, interesting, useful reports enable parents to regularly discuss their child's personal progress and development, making them fully involved at all times.

All the children are making excellent progress towards the early learning goals. They are developing their life skills as they learn to manage their behaviour appropriately, developing their abilities to solve problems as they learn through play and work well as a team. For example, children enjoyed building a tower using bottles, working as a team as they took turns and shared the equipment. Babies and toddlers enjoy exploring their environment under the supervision of staff, learning what they can and cannot do. They are able to communicate their feelings and ask for help when required. For example, a child got the car stuck under the cot and another was learning to put on their own shoes. Older children dress themselves to go outdoors, putting on their coats and Wellington boots.

Children develop strong relationships with the staff team and are confident to try new things. They eagerly enter the nursery each day, settling quickly to an activity of their choosing. Children moving between the rooms settle quickly as staff offer excellent support and select an older child to act as their buddy. Daily routines throughout the provision are similar, promoting continuity of care and children's confidence. For example, snacks and meals are taken at the same time. Individual care needs of young babies are incorporated into the nursery routine as required. Children enjoy opportunities to take a book home to read with their parents, selecting their own choice from the extensive selection in the library. They quietly

listen to the story about The Healthy Wolf while eagerly responding to questions posed by the staff. Children are developing their understanding of new words. For example, some children knew what rotten meant and explained how their teeth might go like this if they eat too many sweets. Children particularly enjoy helping to care for the three hamsters living in the pre-school room, Eddie, Bubble and Squeak. They help to feed and water them and understand the importance of being quiet as they carefully handle them so they are not frightened. Checking the ladybird house and observing a spider spinning its web keep the children enthralled. Innovative ideas for the home corner ensure this area is well used as children develop their role play skills and imagination, for example, a painter's, decorator's and doctor's surgery.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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