



## Hipswell Village Kindergarten

Inspection report for early years provision

<b>Unique Reference Number</b>	EY292546
<b>Inspection date</b>	13 October 2005
<b>Inspector</b>	Mandy Black
<b>Setting Address</b>	The Old School, Hipswell, Catterick Garrison, North Yorkshire, DL9 4BB
<b>Telephone number</b>	01748 830 834
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<b>Registered person</b>	Kirsty Amanda Walker
<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?

Hipswell Kindergarten was registered in November 2004. It is privately owned and is located in a converted school in Hipswell Village, close to Richmond. The premises consist of five units where children are cared for in age appropriate groups, a kitchen, toilets and staff facilities. Outdoor play is provided in an enclosed playground with grass and hard surface. The setting serves children from the local community and there are currently 68 children on roll, of which 12 are in receipt of nursery education

funding. The setting offers care for children with special educational needs. There are no children attending who have English as a additional language. There are 18 members of staff working with the children on a full and part time basis, of whom 11 hold a relevant childcare qualification. The setting receives support from the Local Authority. Opening times are 07.45 to 18.15 from Monday to Friday throughout the year.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are helped to stay healthy because they are cared for in premises which are maintained to a high standard of cleanliness and staff follow their health and hygiene procedures effectively. The risk of cross infection is significantly minimised because staff follow stringent nappy changing procedures, rigidly adhere to the nursery sickness policy and always ensure children have freshly laundered bedding in their cots.

All children are well nourished and enjoy a nutritionally balanced diet which includes a broad variety of popular meals, using fresh fruit and vegetables. Mealtimes for all age groups are well managed and valued by supportive staff. Older children show good table manners and use utensils correctly. Babies sit together in low level high chairs, enjoying meals of pureed fruit and vegetables. All children are enthusiastic and eat well; staff cheerfully interact with them and praise their efforts. Children independently access their own labelled cups of drinking water throughout the day and staff particularly encourage them to take drinks after physical play.

Children enjoy physical activity every day; all children are taken outdoors to the playground, where they can run around freely or refine skills such as pedalling using bikes and ride on toys. They have regular opportunities to practice throwing and catching skills and to develop hand-eye coordination by using equipment such as balls, bats and hoops. However, they lack real challenge and do not have opportunities to develop skills such as climbing, sliding or balancing. The wet weather alternative is a vigorous, energetic music and movement session which children are extremely enthusiastic about.

Children's individual needs are well met through very good liaison with parents, who spend time sharing routines regarding sleeping and feeding with key staff. This information helps staff plan and support appropriate periods of rest and activity for all young children. Older children freely access the quiet areas of their rooms, using floor cushions and mats to rest or sleep as needed.

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

The provision is good.

Children are cared for in a very safe and secure environment. Staff carefully monitor

all callers and effectively use the CCTV and intercom entry to protect children. Heating systems do not pose any risk to children as they are safely installed under the floors of their playrooms. Fire drills take place monthly; they run smoothly and effectively and give consideration to all age groups. Evacuation cots, which carry up to six, are particularly useful to ensure the safety and well being of the youngest children. Older children successfully learn how to keep themselves safe through their topic work about 'stranger danger' and by observing rules such as limiting numbers of children at certain activities. Vigilant staff supervise children well indoors and outside. The staff caring for the children aged under 3 years are clearly knowledgeable about their development and know there should be a balance between freedom and safe limits.

All children thrive in their extremely welcoming, warm, bright and attractive surroundings which are safe and well maintained to the highest standards. The only exception to this is one room where children are exposed to a cracked window pane which may be hazardous. Toys are very easily accessible to all children, at floor or low level, which positively promotes their growing independence. Superb equipment, which includes child sized wooden furniture, is all newly purchased, of the highest quality and is entirely suitable for children of every age group.

Children are well protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

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

The provision is good.

Children in all age groups are confident and display good self-esteem, which is largely due to the actions of the staff who evidently know the children well. They are consistently good role models for children, praise them regularly, listen to what children are saying and clearly value their contributions. Children approach staff freely and are constantly reassured with cuddles and kind words. As a result, children develop warm relationships with all staff and converse easily.

Independence is successfully promoted throughout the nursery; children use their initiative and select their own resources and activities. All children show great interest in what they are doing; for example, a group of three-year-olds take part in very lively water play whilst older children are very enthusiastic about their imaginative play, focussed on a fire safety topic.

The Birth to three matters framework is used very well to plan a suitable range of activities for this age group. Babies and toddlers are welcomed in to nursery by warm, friendly staff who actively listen and respond enthusiastically to their sounds, body language and facial expressions. Younger children's creative development is well supported and they enjoy sensory experiences such as finger paint, playing with jelly, cream, spaghetti and water, all of which are frequently offered. They take great comfort from bringing special items, such as dummies or comfort blankets and are freely allowed to access these to support their comfortable transition from home to nursery.

## Nursery Education

The quality of teaching and learning is good. All staff working with this age group are very good at communicating effectively with children, asking many questions to stimulate children's imagination and extend their learning. Their secure understanding of the foundation stage ensures that sessions are planned to include a good balance of all activities, whilst their clear knowledge of individual children enables challenges to be incorporated into the curriculum as needed. The interesting displays at children's level support their development well; for example, the Jolly Phonics display effectively encourages children to explore letter sounds and shapes.

Children are highly involved in activities of their own choosing, such as building with small bricks. Resources are easy to access in clearly labelled drawers and storage boxes, which successfully promotes their independence. Children are confident in their interactions with staff and their peers, and they talk with enthusiasm about what they are doing. They behave well, show good manners and demonstrate a clear awareness of boundaries within the nursery; for example, informing staff when others are not sharing. They are confident speakers with a wide vocabulary; many children clearly know some letter sounds and some children are developing early writing skills.

Children use number and counting well in their everyday activities such as during circle time, but opportunities to learn about simple number problems are not offered frequently enough. They use size and positional language correctly; for example, one child tells the inspector that his dad's computer is much bigger than her small one. Other children describe how their cars are going up and down inside the tube.

They are very interested in discovering how things work, for example, they experiment with water using a piece of plastic hosepipe, sucking and blowing to see where the water will go and how they can direct it. Children construct with a purpose in mind, carefully placing small bricks on top of another to make tall towers. Staff help them to select a variety of 'junk' such as long tubes, plastic bottles, boxes and sellotape, discuss how they will make a ramp and tunnels for the cars, and experiment with sticking resources together. Children are clearly familiar with using technology, operate the computer with confidence and use the mouse effectively. Staff provide excellent opportunities for children to learn about nature as they enthusiastically observe the progress of cocoons through to the hatching of moths.

Very good activities are provided for children to experiment with different ways of moving and to develop a repertoire of actions as they enjoy 'Elephants have wrinkles'. They are evidently aware of the effects of exercise on bodies as they tell staff they are hot and need a drink; a secure understanding of healthy practices is shown as children tell staff that 'milk good for you, it makes your bones and teeth strong'. Staff provide regular opportunities for children to enjoy singing and to freely experiment with musical instruments and different sounds, such as loud and soft. Children play alongside others very cooperatively, supported by an amusing and interesting narrative. For example, whilst caring for dolls and changing nappies, making a car wash from Lego and calling out the fire engine in an emergency from their particularly impressive fire station role play area.

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

The provision is good.

Children feel secure and develop a sense of belonging in the nursery due to the very warm welcome they receive from staff and the positive interaction that is constantly provided. They are happy and content because they are able to make choices in their play and access a wide range of constantly available equipment. Children become aware of the wider society as they access appropriate resources that reflect diversity, such as books, posters and dolls.

Children work harmoniously with others. For example, they link up with their peers in all age groups and enjoy playing together, younger children delight in their conversations with a staff member about mice and older children squeal and laugh excitedly together as they experiment with a rubber hose pipe in the water tray. Children under 3-years are well supervised by staff; they are given lots of freedom to explore and time to play which effectively minimises potentially difficult situations. Older children understand responsible behaviour which is clearly demonstrated throughout all sessions. They behave extremely well, respond positively to guidance and direction from staff, who are able to pre-empt situations because they know the children so well. Children's social, moral, spiritual and cultural development is well fostered.

Partnership with parents is good. Children's individual needs are effectively and consistently met because staff and parents spend time together to establish what children can do, their likes and dislikes and ensure this process is ongoing. Parents have free access to all children's development and assessment files so that they can be fully aware of children's achievements and progress. The strong partnership with parents means that there are good links with home; parents confirm that relationships are relaxed and friendly.

## **Organisation**

The organisation is good.

Outcomes for children are successfully promoted because of the high level of training attended by staff, including first aid, which exceeds minimum requirements. The adult to child ratio is well maintained at all times which ensures that full time staff have a proper break and return, eager and refreshed, to the children. The lunchtime staff are enthusiastic and clearly enjoy the opportunity to work with various groups of children for a length of time that suits their employment needs. Space is used well throughout the nursery to meet all children's needs and covering all developmental areas. For example, all rooms incorporate clearly defined areas for eating and creative activities as well as areas for quieter activities, rest or sleeping.

Recruitment and vetting procedures ensure children are well protected and cared for by staff with knowledge and understanding of child development; however, these procedures are not formalised in line with new and recent developments. Induction procedures for new employees are well implemented, in consultation with all existing staff; discussions confirm that all staff can confidently explain nursery policies and

routines and how this impacts on outcomes for children.

The leadership and management of the nursery is very good. The nursery owner is extremely committed and has developed very successful working relationships with all her staff who, as a result, share her vision and commitment. She is a strong leader who effectively involves all staff in the organisation of the nursery. All staff have a high regard for the well-being of all children and ensure that policies and procedures work well in practice. Regular appraisals highlight strengths, possible weaknesses and areas for individual development, which ensures staff feel valued and appreciated. The effect of this is shown in the way they approach their work and care for children. Overall the nursery meets the needs of the range of children for whom care is provided.

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

Not applicable.

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

There have been no complaints made to Ofsted since registration.

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.

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### **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 that low level glass window panes in the upstairs baby room do not pose a hazard to children
- implement procedures which clearly demonstrate how the registered person ensures all staff are suitably vetted in order to safeguard children

- provide opportunities for children to develop physical skills such as climbing and balancing.

### **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 that children have frequent opportunities to learn about simple number problems in their everyday activities.

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