

Hopgarden Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Hopgarden Day Nursery opened in 2003. It is privately owned and operates from a purpose built extension to domestic premises. Children have sole use of the playroom and associated facilities. There is direct access to an outside play area and garden. Children attend from villages in the surrounding rural area.

The nursery is registered on the Early Years Register for 21 children aged from two years to the end of the early years age group. There are currently 42 children on roll. The nursery opens five days a week in term time, from 9am to 4:30pm. Children attend for a variety of sessions. A play scheme is provided for two weeks in the summer holidays. Times and days vary.

There are six members of staff who work with the children, mostly on part-time basis. There are five staff who have early years qualifications to NVQ level three and one member of staff who is working towards a relevant qualification. The setting receives support from the local authority and is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely well cared for in the stimulating, challenging and secure environment offered. Strong leadership supports the dedicated and committed team of staff who work effectively together to ensure children's health, well-being and individuality are given paramount consideration. Children are enthusiastic learners and thrive in the happy and busy atmosphere provided. There is a clear commitment towards maintaining good quality provision and striving for continual improvement. Excellent partnerships are developed with parents and others which ensures children's individual needs are securely met.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 11/03/2010

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

- continue to develop the assessment arrangements so that children's progress is tracked against the expectations of the early learning goals in all areas of learning

- continue to encourage children to tidy toys away when they have finished with them in order to prevent floor areas becoming cluttered.

The effectiveness of leadership and management of the early years provision

The nursery provides an extremely welcoming and exciting environment where emphasis is given to keeping children safe from harm. Staff have a clear understanding of child protection issues and are aware of what to do if they have concerns about a child in their care. Update training is already booked for senior staff to ensure they are fully up-to-date. Information gained is then shared at staff meetings. There is a written safeguarding policy in place, however, it does not include the procedure to be followed in the event of an allegation being made against a member of staff, which is a breach of the regulations. Children's welfare is not compromised because management are able to explain what they would do in this situation and keep children safe. All the required documentation relating to children's daily care and welfare is in place and efficiently maintained.

The nursery has high expectations for children and themselves. All aspects of the provision are evaluated and staff are continually making changes to improve children's experiences and their practice. Parents' views are valued and questionnaires are currently being updated so that they can continue to contribute towards these processes. Recommendations raised at the last inspection have been addressed and outcomes for children improved. For example, the organisation of resources, activities and daily routines have been changed and, as a result, children are more independent and able to manage tasks for themselves. Action plans for further development are in place.

Excellent partnerships are established with parents. They are extremely well-informed about the service provided and their child's development and well-being. Staff spend time getting to know children and their parents so they can ensure individual needs are met and that children and parents feel confident and secure in the nursery. The nursery liaises with other settings children attend and the schools they will be moving on to so that smooth transitions can be promoted and continuity maintained. Particular care is taken to work with other agencies in order to tailor activities and resources to support individual needs. Excellent resources are currently being developed to encourage skills in specific areas.

Indoor and outdoor spaces offer children safe and exciting areas to play and learn. The good range of resources are used well to support children's learning. They are easily accessible, well-maintained and appropriate. Sometimes when children become engrossed in their play areas become cluttered. Toys are not always put away when children are no longer playing with them and, as a result, areas are less appealing and resources become a tripping hazard, particularly when children are dressing-up and wearing play shoes. Children have benefited from the introduction of free-flow play between inside and outside, as this allows them greater autonomy and choice. Activities and resources offer opportunities to learn about the wider world and raise children's awareness of diversity and respect of others.

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

Children arrive confidently and are eager to explore the resources and activities available. Staff are ready to greet them and support those who are less confident. The role-play area is often changed to maintain children's interest and inspire new games. Children enjoy creating their own storylines and help themselves to dressing-up clothes. They pretend to visit the park or go shopping. They write messages in the telephone kiosk and make marks on pieces of paper which they fold up and put in their purse for money. Children become very engrossed in their play which inspires others to copy. They are used to selecting resources for themselves and carefully put the stool next to the storage unit so they can reach the play shoes and look for the doctor's bag. The high expectations of staff means children are able to extend their capabilities and manage tasks for themselves. As a result, they become extremely confident, independent and motivated learners.

Children experience a broad range of activities, most of which they initiate for themselves. Staff effectively join in children's play to extend and prompt their learning. For example, when they are choosing shoes to wear they are encouraged to predict whether they are likely to fit or whether they will be too big or too small. When playing in the garden children wear suitable clothing so that they can enjoy fresh air whatever the weather. Staff are mindful of potential hazards, such as slipping when the grass is very wet. They remind children about taking care whilst allowing them to choose freely. Children draw on the black board, play cooperatively with hoops and balls and investigate muddy puddles. They experiment with different cups and spades for scooping up water to fill the bucket. Hand-eye coordination and pre-writing skills are easily promoted through practical experiences as they play as well as planned activities, such as threading, drawing and mark-making. Children make their own sandwiches for snack time and develop skills in spreading and cutting out their own shapes. Staff support children extremely well and encourage them to talk about what they are doing, the shapes they are making and where they think honey comes from.

Activities and experiences effectively promote children's learning in all areas of the curriculum and provide an excellent foundation for future learning. Children find out about the world around them and their environment when hunting for mini-beasts in the garden, growing pumpkins and potatoes. They learn to take care of living things when feeding the rabbit and when a tortoise is brought in. They look up different features in reference books and observe how things change when water is added to the tortoise's food. Craft projects inspire their creative skills as well as providing an opportunity to introduce different celebrations that people share. A large box is gradually turned into a dragon as children freely add colourful decorations that they cut up and stick on themselves. They confidently explain it is Chinese. Playdough is divided into six pieces and children have to count and work out if there is enough for everyone before using different tools for cutting, shaping and moulding. Children enjoy listening to stories and enthusiastically join in with familiar counting songs. They are attentive, motivated and interested.

Staff know children extremely well. They regularly observe what they are doing, record their achievements and plan their most important next steps for learning. Records are shared with parents so they can contribute their views and children's learning at home. However, records do not clearly track children's progress against the expectations of the early learning goals in all areas. This means there is no overview for staff to refer to should they want to check abilities in areas where next steps are not formally identified. Children's next steps are incorporated into games and adult-guided activities which ensures progression is promoted. As a result, they make good progress in their learning and development.

The nursery is extremely well-organised and staff have a thorough understanding of their roles and responsibilities. As a result, sessions run smoothly and children are effectively supported. Their good health is easily promoted because daily routines help them to establish very good hygiene habits, become independent in their personal care and begin to understand the importance of healthy eating, exercise and fresh air. Children behave extremely well showing care and consideration for others. They offer to share their toys, use please and thank you and listen when asked. Behaviour expectations are positively modelled by staff and reinforce learning at home. Children's self-esteem is boosted by the praise and encouragement they receive. Children develop positive relationships with staff and respond well to guidance. When asked to help tidy up they enthusiastically put the toys away. However, as staff do not want to hinder their play they are not always encouraged to do this at other times in order to help keep themselves safe and leave things ready for others to use when they have finished with them. Safety is given a strong emphasis and children are well-supported to use equipment and tools safely. Good supervision and a safe and secure environment enables children to play freely, expressively and confidently. They thrive in an atmosphere conducive to learning.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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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