

Harpers Nursery school

Inspection report for early years provision

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Inspection date	17/03/2010
Inspector	Joanne Wade Barnett
Setting address	Harpers Farm, Summerhill, Goudhurst, Cranbrook, Kent, TN17 1JU
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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

Harpers Nursery School has been registered since August 1996 and is privately owned and managed. It operates from a self-contained unit of two rooms at the owner's home at Harpers Farm in Summerhill near Goudhurst, Kent. There is access to a fully enclosed outside play area. The group serves the local and surrounding area.

A maximum of 24 children may attend the nursery at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 9.00am to 3.30pm during term time. Children attend on a sessional or extended day basis. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six staff members, all of whom, including the manager, hold an appropriate early years qualification. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is strong support in place to ensure that every child's needs are met appropriately as staff know the children so well and are responsive towards them. Staff have created an inclusive atmosphere that promotes children's welfare and enables them to make good progress in their learning and development. The setting meets the needs of the children through excellent input in partnership with other professionals and parents. Recommendations made at the last inspection have been addressed. As a result, the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- link the indoor and outdoor environments where possible so that children can move freely between them
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised in this setting. All staff have been appropriately vetted to determine their suitability and they have good understandings of child protection issues. They are highly aware of the signs and symptoms that indicate abuse and neglect and they are confident about how to pass on concerns. As well

as this, thorough risk assessments minimise the likelihood of accidents, while good teaching raises the children's awareness of how to stay safe. For example, they give very clear explanations about road safety through practical fun activities, such as making traffic light jelly.

Documentation is very well-organised, readily available for inspection, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up-to-date and accurate. All essential records and written policies are in place, which are clear and easy to understand. The registration certificate is prominently displayed to allow scrutiny, as is a poster that explains how parents can contact Ofsted.

Inclusion and diversity are deeply embedded into everyday practice to ensure that that setting is accessible to all children. The written policy is inclusive and challenges discrimination. Every child can progress at their own pace and their progress and development is exceptionally well supported. Toys and resources promote realistic images of diversity and children have every opportunity to learn about the differences between people in society. As well as this, the children celebrate a range of festivals, such as Easter and Chinese New Year which teaches children to respect diversity.

The systems in place for self-evaluation are good. Although reflective practice is viewed by staff as an important factor that affect children's development and learning, this is still evolving. Staff are clear in reviewing the environment and the resources after each day, however, there is little written evidence to suggest that they regularly reflect their practice, as this is usually verbally discussed.

Partnerships with parents are good. Parents receive a prospectus when their children start, giving them an insight into the aims and objectives of the setting. Thereafter, daily discussions, contact books, questionnaires and e-mails keep parents and staff fully informed of the children's recent experiences. Parents have very positive views. They describe staff as 'very friendly, approachable and professional' and rate the standard of care that their children receive as 'excellent'. They particularly value the location of the group, staff's attention to safety and the spacious outdoor play area and farm is excellent. The setting works enthusiastically alongside a range of professionals to enhance the learning and development of each child. Close, ongoing links with local early years providers and schools promote continuity of care and learning.

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

Children are very well supported by staff. Staff are highly sensitive to their individual needs, including those children with additional needs, so the children feel safe and secure. This increases their propensity to learn and underpins the good progress they make towards the early learning goals. Perceptive observations and assessments of the children are used to establish children's starting points, abilities and personal interests. Staff use the information to plan activities that appeal to the children and cover all areas of learning. This keeps the children

motivated and engaged while the good range of readily available and developmentally appropriate resources allow them to initiate play of their own accord, in their own time and at their own pace.

Although the children are not able to move freely between the outdoor and indoor play area, there are excellent opportunities for children to explore aspects of the natural world. They are encouraged to grow many plants and vegetables. For example, children thoroughly enjoy using tools to dig and plant sunflower seeds, which encourages them to understand how things grow. There is great hilarity amongst their peers as they use bamboo to roll various size balls to see which are the fastest. The children enjoy crafts too, especially painting. They mix colours and experiment with different textures, promoting their creative development in the process. They engage in lively conversations with their peers and adults throughout the session and listen attentively to a well-told story and when other people speak to them. This encourages the development of effective communication skills.

Children develop a clear understanding of the importance of being healthy as they understand how to protect themselves against infection. They clearly recognise they must wash their hands before snacks or eating lunch and after toileting and do so independently. There is good provision for children to be outside and benefit from plenty of fresh air which helps them to stay fit and active. Children's dietary needs are met well as the nursery provides snacks to encourage the development of healthy tastes and preferences. Good measures are taken throughout the nursery to guard against cross-infection and staff are vigilant in maintaining hygienic practice.

The children receive clear guidance from staff to teach them right from wrong and encourage children to behave well. Staff actively listen to children and really value their ideas and suggestions and act upon them by adapting the daily routine and learning programme accordingly. As well as this, the children celebrate a range of festivals, such as Easter and Chinese New Year and play with good quality resources that show positive images of culture, ethnicity, disability and gender. This teaches children to respect diversity. Collectively, these experiences give children a good start in life and help them to achieve future economic and personal success.

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	1
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	1
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: Met

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