

The House that Jack Built Day Nursery

Inspection report for early years provision

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Inspector Joanne Graham

Setting address 12 Chestnut Lane, Hazlemere, High Wycombe,
Buckinghamshire, HP15 7BZ

Telephone number 01494 713425

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

The House that Jack Built is one of four nurseries run by a company of the same name. It opened in 2000 and is on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from a house in Hazlemere, Buckinghamshire. A maximum of 18 children under eight years may attend the nursery at any time, of whom 18 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children share access to an enclosed garden area and access to the premises is via four steps.

There are currently 30 children on roll. Of these, seven children receive funding for nursery education. Children come from the surrounding area. The nursery has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven staff working directly with the children. Of these, five hold appropriate early years qualifications and two staff members are working towards a qualification. The nursery manager holds the Early Years Professional Status. The nursery also employs a cook, maintenance manager and a cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent organisation ensures the setting is fully inclusive and meets individual needs. Staff actively monitor their practices, have a positive approach to maintaining high standards and keenly assess methods to continuing to improve the setting. Children are busily occupied and confidently self-select their chosen activities. Partnerships with parents and other professionals significantly contribute to the children's continued progress and enjoyment in the setting. All mandatory documentation is well maintained and securely stored, promoting the children's well-being.

What steps need to be taken to improve provision further?

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

- review emergency evacuation procedures to make sure these occur on different days to ensure all children have an opportunity to practise these.

The effectiveness of leadership and management of the early years provision

Children feel safe and are developing their understanding of issues relating to safety. For example, they make sure they move around carefully when both age

groups are together and babies are lying on the floor and they know to walk inside. Robust recruitment procedures safeguard children's welfare and persons not vetted are never left alone with the children. Staff have a very good understanding of procedures if they have concerns regarding child protection. Additional training and literature supports them in this role. The in-depth induction process and on-going training ensures staff have a very good knowledge of safety procedures and how to ensure the written risk assessments are maintained to reflect actual practice. This helps to promote children's safety. Staff have a good knowledge of the emergency evacuation procedures and these are practised with the children. However, recorded details do not clearly note which day these are completed on to monitor that all children have the opportunity to practise these regularly.

Management actively support and encourage staff to access training regularly and provide a wide range of reference and professional literature to support staff in their roles. The self-evaluation form is a working document and takes account of all staff's views and ideas. The staff reflect, evaluate and monitor their practice effectively to ensure consistent high standards are continued throughout the setting. Staff are excellent role models to children and lead by example. They treat the children and environment with respect, ensuring everyone plays an active role in the setting. Children respond positively to staff's sensitive reinforcements regarding boundaries and expected behaviour. Children develop an understanding of the wider world around them through accessing resources which promote diversity and regular walks into the community.

Children's uniqueness is valued and respected. Children and their families are made to feel welcome by staff and all children have clearly marked pegs and boxes to store their belongings. Partnerships with parents are very good. They are kept informed about their child's progress through bi-annually parents' evenings, accessing their child's progress records, reading relevant literature on the notice boards and verbal exchanges. Parents of younger children also receive daily records of their routines and parents are encouraged to add their own information to promote continuity of care. Staff build up strong relationships with other early years settings to help children with the transition process and to share children's achievements. This contributes considerably to children's continual progress.

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

Staff have an excellent knowledge of the Early Years Foundation Stage curriculum and plan activities which appeal to the children's interests and incorporate all areas of learning. They effectively adapt activities to include children and skilfully extend and reinforce learning by asking questions which help children to think and to problem solve. Staff observe and assess children's progress and use this information to inform future planning needs and next steps to learning. Records are very well maintained and kept up to date. This practice helps children reach their full potential.

Children are active learners and are effectively supported to achieve and gain

skills. They willingly join in adult and child led activities and play is purposeful and fun. Children especially enjoy listening to the story about the 'Gruffalo' and join in the repeated text with enthusiasm. Staff introduce simple counting and reasoning into everyday activities, such as laying the table for lunch. Children build up strong relationships with their peers and staff, co-operating and sharing well. Children are active, inquisitive and independent learners. Staff effectively foster and encourage this through excellent support, attention and appropriate actions. For example, staff clap babies when they mimic actions to operate toys.

Children understand and adopt healthy habits. Hygiene practices are very good and children undertake regular physical activity both inside and outdoors. Home cooked meals are varied and cater for children's dietary needs and requirements. Meal times are sociable occasions when all age groups eat together. Babies are held when being bottle fed, helping them feel safe and secure. Babies and children sleep according to their needs and routines. Older children are encouraged to rest after eating and are sensitively reminded about why this is important.

Children and babies develop skills for the future. They confidently communicate verbally and through gestures as they know their views and ideas are valued by staff. Staff respond positively to the children, listening well and responding to their expressed needs. Children access everyday technology such as using digital cameras to capture images around the nursery and using the computer. Children mark make using a variety of media and develop their fine motor skills by using small tools such as cutlery, crayons and the computer mouse.

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

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