

# Hempstead Day Nursery

Inspection report for early years provision

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<b>Inspection date</b>	09/06/2010
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Hempstead Day Nursery opened in 2010. It is one of nine facilities owned and operated by Kinder Nurseries Ltd. It operates from a group of purpose built buildings in the grounds of Hempstead Infant School, Gillingham, Kent. The buildings comprise three large rooms in the main building and three medium sized rooms in the bungalow. There are separate kitchen and toilet facilities. Children have access to secure outdoor play areas. There is a ramp to access the main building and a small step to the bungalow. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to look after 140 children under eight, of whom no more than 100 may be in the early years age range. There are currently 146 children on roll who all fall within the early years age range. The nursery opens five days a week from 7.00am until 6.00pm for 51 weeks of the year. Children attend for a variety of sessions.

Procedures are in place to support children with special educational needs and disabilities and children who speak English as an additional language. There are 23 members of staff who work with the children, of these 22 have a recognised early years qualification to NVQ level 2 or above.

The manager and two other staff are currently on Early Years Degree courses.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in providing outstanding care for children. This is because the provision has extremely competent and well informed staff. They use the range of excellent resources to provide innovative and interesting activities for children. The manager has some excellent plans for improvements within the nursery. For example, the re-organisation of the small outdoor area. This will have a very positive impact on the very youngest children. Plans show that the provision is able to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- continue to develop the self evaluation record in order for it to be used as a basis for ongoing internal review

## **The effectiveness of leadership and management of the early years provision**

The nursery is led and managed extremely well. The provider has a mission statement which clearly sets out the commitment that the organisation has to children and their parents. For example, encouraging children to become competent, confident, independent and co-operative individuals. The manager implements an excellent range of policies and procedures which give parents clear, concise information. Policies are available in a number of different languages. The staff recruitment and vetting procedures are rigorous and robust. Although staff recruitment is carried out from head office the manager is involved in the recruitment process and her views are taken into account. A list of completed Criminal Record Bureau checks are held at the provision.

Staff are required to attend regular child protection training. They are also encouraged to attend training courses and workshops to further their knowledge and expertise. Staff cascade training information to others during regular staff meetings. The nursery complaints procedure is made known to parents. The complaints log is very well maintained. Parents have access to it on request. Children are fully safeguarded.

An excellent range of resources are used throughout nursery. For example, comfy mirror areas and treasures baskets in the baby bungalow to exciting outdoor camps, swing ropes and imaginary play areas in pre-school rooms. Most of the children are able to freeflow to the outdoor areas as they want. The manager maintains excellent risk assessments of the building, toys, equipment and outdoor areas. These are continually being added to and are regularly re-assessed. Any new activities are included in the assessments. Assessments are cross referenced to the numerous health and hygiene procedures implemented by staff. Staff are meticulous in completing forms as they know how important this is in helping to protect children's health and well being. Parents contribute information to their child's care plan. This allows managers to set up effective procedures for each child. For example, training staff to administer specialist equipment such as epi-pens. The manager listens to staff and children's' requests and suggestions regarding the purchase of equipment. She implements staff suggestions for improvements within their rooms and has excellent plans for improvements which are on-going and which may need additional financial input. She has written comments from staff evaluating their own abilities in safeguarding children and a number of written comments from parents stating their views on procedures. Staff report all comments made by children. The manager has many notes on the effectiveness of procedures. However, so far these have not been amalgamated to form a comprehensive evaluation document for this registration, which can be used as a basis for ongoing internal review.

The nursery offers a fully inclusive service to all children. Excellent use is made of posters in different languages and written EYFS information situated around the nursery. Staff have translated everyday nursery rhymes for parents to sing with their children in their home languages. Staff are aware that boys learn in a particular manner and have given much thought to providing stimulating activities for them and which are also available to all children. For example, hero play

costumes and activities. The manager is the nursery's Special Educational Needs Co-ordinator. She produces individual education plans for those children with learning difficulties and/or disabilities. The manager, the child's key worker and parents work very closely together to ensure the child receives as much help and support as possible. The manager and many staff use Sign-along with all of the children. It helps children with hearing problems to communicate and feel valued. Staff also work very closely with other agencies, such as speech therapists, who are helping children. Whenever possible, experts and therapists are encouraged to visit the children at the nursery in order to see them in their everyday surroundings. The nursery has also fostered excellent relationships with the local school. They are able to use the school grounds during school holiday periods. Reception teachers visit the children and the children are taken to visit their schools. Parents are provided with a wealth of information in their home languages, which are posted in the reception area and throughout the nursery. Parents show, in a variety of written comments, that they are extremely happy with the nursery and the care being offered to their children. One parent interviewed commented that her child is eager to attend and asks each day if it is time for nursery. Another commented that her child is happy and she has noticed her child's confidence growing. Parents have access to a website and get termly newsletters. Parents have plenty of opportunity to see their children's unique journey records and to make comments in them. Parents are involved with their children's play. Children receive consistent care.

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

Children thoroughly enjoy their time in the nursery. They are cared for by a qualified staff team with an excellent understanding of how young children learn and develop. Staff are fully involved with the children and show this by writing down their individual commitment to each child and it's family. The statements are kept in the child's learning folder. Key workers are allocated when it is clear that the child has shown a preference for a particular member of staff, usually within a month of the child starting. All staff look out for new children. Children arrive happy and are eager to play and learn. All children, including babies, are comfortable with their surroundings and are confident in the presence of visitors. Many of them are inquisitive and ask questions. This goes to show that children feel safe with the staff and their surroundings. Staff spend a lot of time settling children in and learning their individual care needs. This is particularly important in the baby room where staff try to emulate home routines. Babies have their own cot and bedding and baskets in which to store their belongings. Children receive individual care.

Children are involved in planning activities for themselves each day with the help of their key worker. Their comments and drawings of what they plan to do are noted in a shared key group record book. Over time this shows children's progress in language development and pencil control as well as their confidence and skills with writing. At the end of the day the children review their plans and note their own achievements. This helps children to set goals and gives them confidence by validating their achievements. All children are very busy and fully engaged in their

activities. They are encouraged to select their own toys and games. The older children happily free flow to the outdoor area taking toys and equipment with them. This enables them to extend their own play. Children's imaginative play is widely encouraged. For example, a fantastic indoor campsite has been constructed by the children following a camping trip by a couple of children with their parents. There are pop up tents, small folding camp chairs and sleeping bags. Children have constructed a mock camp fire from twigs and red, gold and orange paper. The children cook make believe food over the fire as they discuss the fire safety issues with a staff member. Children have looked at different types of camp sites and posted pictures of them nearby. Imaginary play is also a huge favourite outdoors as children play camps in the den area constructed from camouflage netting and canvass. Boys in particular love to be superheroes and dress themselves in favourite outfits. These activities encourage personal, social and emotional development as well as giving children the opportunity to investigate and learn about safety and the appropriate use of equipment. With little prompting from staff, children learn about mathematical concepts as they play. These may be deciding on which items are heavy or light as they discover items which float or sink at the water table or measuring items with tape measures to find out which is taller or shorter. Children become proficient in reasoning and problem solving.

Children in all rooms enjoy the large selection of age appropriate books available. Babies and wobblers love the closeness of being read stories by staff. This can be seen as children gravitate towards staff as soon as staff have a book in their hands. The children in the two to three year room have a lovely raised book area with comfy seating where they read stories to themselves and their friends. The book area in the pre-school room is much more grown up with a child size settee and chairs. The children in this area are usually able to write their own names or at least can recognise individual letters in their names. Their command of language is excellent because staff hold meaningful conversations with them to broaden their vocabulary. One such topic of conversation is usually about the care of the pet rabbit and guinea pig and how the pets are feeling. This helps the children to talk about their own feelings. The children have planted most of the flowers and shrubs in the garden. The current project is growing fruit and vegetables although the younger children tend to dig up the seeds the older ones have planted. Staff rectify this without anyone getting upset. Through these activities children develop an excellent knowledge of the world around. There is plenty of space both indoors and outside for physical play. Different sized play tyres, play ladders and swing ropes help children to test their bodies to the limit. Children are allowed to take risks.

Staff carry out initial assessments on the children with the help of parents. Children's abilities are recorded and their next steps identified. These are noted on the key worker planning sheet. All individual activities are planned for forthcoming week which means that there is a constant achievement record kept. The latest achievements are noted in the child's unique story books which are sent home to parents each term. Observations are supported by photographic evidence of children playing and learning. There are many wonderful photographic displays recording events and activities displayed around the nursery too. In the baby room photographs of family are shown to the children to offer comfort and distraction if they become upset. The unique story records show clear dialogues between

parents and staff which enables parents to be fully included in their child's play, both at home and at the nursery. The records clearly show that children are making excellent progress towards the Early Learning Goals and are developing excellent future skills.

Children are encouraged to adopt healthy lifestyles both through their physical play and their health and well being. Children are able to talk about the use of sun creams and wearing hats when outside in the garden. Older children are proficient in self care and understand the hygiene procedures required after using the toilet. Fruit and water are readily available to the children all day, throughout the nursery. Children can help themselves. This is in addition to snack and main meal times. The younger toddlers and babies tend to have their snack all together. This is generally because when they see food they all want to eat. Staff report that they eat better when sitting together. The older children choose when they have their snack so that it does not interrupt their play. Many children are proficient in serving themselves and prepare their own crackers with spreads. Main meals are provided by a recognised food company. The company caters for children's individual dietary needs and provide a very varied menu. Staff who prepare food hold food hygiene certificates. Children play extremely well together. Staff report that there is very little need to use their behaviour management strategies with the children as they are usually so busy and engrossed in activities that there is very little cause for disagreements. Occasionally the children are reminded about sharing equipment and taking turns. Reminders for sharing are generally confined to the younger children and mainly consist of excellent distraction techniques. Children show concern for each other and staff and their behaviour generally exceeds the expectations of staff. Children make an outstanding positive contribution to the provision.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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