



## Hickory House Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305830
<b>Inspection date</b>	23 November 2005
<b>Inspector</b>	Sue Stuart
<b>Setting Address</b>	Health Protection Agency, Porton Down, Salisbury, Wiltshire, SP4 0JG
<b>Telephone number</b>	01980 612634
<b>E-mail</b>	
<b>Registered person</b>	Bright Horizons Family Solutions Ltd
<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?

Hickory House Nursery opened in 1993. It is a rural workplace day nursery run on behalf of the Health Protection Agency (HPA) by Bright Horizons Family Solutions Ltd. It is situated at Porton Down and is open only to employees of the Defence Science and Technology Laboratory and HPA. The nursery operates from a single storey prefabricated building. Children have access to a fully enclosed outside play facility.

The nursery is registered to care for a maximum of 59 children aged from birth to five years. There are currently 57 children on roll. This includes 7 funded 3 year olds and 9 funded 4 year olds. The nursery supports children with special educational needs, and who speak English as an additional language.

The setting opens five days a week all year round. Sessions are from 08.15 to 17.30. Children attend for a variety of sessions.

There are 13 full-time and 2 part-time staff working with the children. Early years qualifications are held by 8 staff and 5 staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children follow good hygiene practices and learn the importance of routines, such as hand washing before meals. Their health and hygiene is supported by effective procedures, particularly in the baby room, for instance cleaning the nappy changing mat after every use to prevent cross infection.

Drinking water is available for children throughout the day. Children make choices from the healthy mid-morning snack selection of fresh and dried fruit, and a choice of milk and juice. A healthy hot meal is cooked on the premises at lunch time, children ate with pleasure and demonstrated their enjoyment in this shared social occasion. Children eat well, their preferences are catered for from the varied nutritious menu. Their special dietary requirements are clearly displayed, understood and implemented by staff who work closely with parents to ensure their child's individual needs are met.

Children are suitably looked after if ill and protected through staff's good knowledge of first aid, medication routines, and procedures to follow if a child has an accident. These procedures ensure the health and safety of children.

Children are developing a healthy life style and benefit from daily physical activities. Children develop confidence and good co-ordination, for instance as they negotiate space while peddling on bicycles. They have opportunities to access a selection of climbing apparatus situated in the large outdoor play areas. They learn new skills, such as jumping in and out of hoops. Children develop good small muscle control, for instance threading sewing cards and cutting with scissors.

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

The provision is outstanding.

Children are cared for in a welcoming, clean, bright, inviting environment with

colourful examples of the children's own work displayed on the walls throughout the nursery. Children's safety is a priority and the setting has consistently high standards regarding security, for instance registration arrangements for parents signing children in and out is meticulous.

Children are able to move safely around their rooms and use the well organised space properly for their chosen activities. The child friendly rooms enable children to view outside from full length windows. Resources are of high quality, in good condition and are stored effectively to allow children to access them freely and safely. Children access outside from their own rooms to the enclosed and secure play areas. Designated play areas allow children to use each area effectively, for example, riding the wheeled toys energetically on the hard surface safely. Children learn to handle equipment and tools safely, for example, returning scissors after use.

All children are protected through staff's secure knowledge of child protection procedures of how to protect children if they were concerned about their welfare. Exemplary health and safety policies and robust regular risk assessments are in place that minimise the risks and hazards to the children.

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

The provision is good.

Children arrive happily at the setting. They develop good levels of confidence and self-esteem as they participate purposefully in the activities on offer and make their own choices. For example, arranging furniture in the dolls house. They develop social skills and have a good relationship with each other and the staff. Children enjoy taking responsibility, such as helping at snack time.

All children benefit from the individual care and attention in the setting where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance using chalks to create a picture. Opportunities for the younger children and babies are good, staff give high regard to the Birth to three framework. For example, they support their learning through appropriate practical activities to enable them to become skilful communicators, such as helping children identify parts of their body using pictures to support their actions. Caring staff create a calm atmosphere where younger children are well supported as they learn new skills, such as inserting a key into a 'shape' toy car. Children are familiar with the routine are relaxed and comfortable in the setting.

### **Nursery Education**

The quality of teaching and learning is good. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum and how children learn. Currently, a new curriculum approach is being introduced to enable staff to develop further suitable learning programmes across all areas of learning. Children's learning is developed well through staff's good questioning and keen interest in them.

Children's progress is measured through observations and an assessment system. However, staff do not always use these observations to identify the next steps for

children's learning to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning, are well motivated and able to work independently as they choose from a wide range of practical activities. For example, threading beads to make patterns. They choose from a range of resources to develop their skills, such as building with construction toys and using a variety of writing materials to create their own pictures. Children demonstrated their interest in numbers as they count, sort and match 'compare bears'.

Children communicate their ideas and needs clearly. They are interested in books, choosing from a range of books both for enjoyment and information. They join in action songs and have chances to play musical instruments to learn about sound. They express their ideas and imagination through a range of pretend situations, such as cooking using domestic role play items. They use information technology well to support their learning.

Opportunities for children to explore and experiment with an assortment of materials is good, for instance mixing paint and shaving foam, and feeling flour to learn about a variety of textures. They frequently talk about the past and present events in their own lives and about the lives of others, including those of other cultures.

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

The provision is good.

Children are fully included within the setting. The setting has a positive approach to the provision for children with special educational needs. They are valued and benefit from the strategies in place to ensure their individual concerns and issues are addressed effectively.

Children's spiritual, moral, social and cultural development is fostered. They learn about their environment in many ways, such as exploring the local area. They are beginning to communicate their ideas and emotions and show concern for others, for example during the 'show and tell' session. Children express delight in achieving a task, for instance completing a wooden helicopter.

Children behave well and know what's expected of them. They benefit from the good role models provided by the staff. Children relate well to each other and know how to share well take turns fairly, such as sharing and helping themselves from the serving dishes at lunch time. They demonstrate good self care skills, for instance using the toilet facilities independently.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. They learn about and celebrate different festivals, such as taking part in the Christmas play.

The partnership with parents is good. Children benefit from the open warm welcome that families receive. Parents are given good information about the Foundation Stage curriculum activities and their children's progress through parent meetings and daily

discussions. Children benefit from this good partnership as families feel well supported and children's needs are met in accordance to their parent's wishes.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. All staff are suitable to work with children, most are experienced and well qualified. The operational plan ensures that the sessions run smoothly and children benefit from the stable routine. However, staff deployment does not always ensure that children are supported effectively during the sessions, particularly in addressing the continuity of care in the baby unit. Staff work well as a team, they regularly discuss planning and the children's progress. All regulatory policies and procedures to promote the welfare and care of children are in place and regularly updated.

The leadership and management is good. The success of the setting is the strong relationship between the company and manager. They have incorporated their childcare and management experience to this new setting and have a clear vision and focus on the personal development of all children. They are able to correctly identify their strengths and areas for development and act on their findings. However, the monitoring and curriculum evaluation system for the educational programme does not always reflect appropriate challenges for children's individual learning needs. Annual staff appraisals means staff are able identify their training needs and develop their own practice, which in turn, has a positive impact for the children's learning.

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

Not applicable.

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

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **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 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 staffing arrangements for babies addresses the continuity of care
- organise staff so that children are well cared for and supported throughout the day

### **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):

- evaluate daily plans to ensure challenges are appropriate for all children
- use children's assessment records to plan the next stage of their learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)