



The Hamptons Day Nursery

Inspection report for early years provision

Unique Reference Number EY153002
Inspection date 11 May 2006
Inspector Sarah Street

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Registered person Hamptons Day Nursery

Type of inspection Integrated

Type of care 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.

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?

The Hamptons Day Nursery is one of two nurseries run by an individual proprietor. It opened in 2001 and operates from the proprietor's house. Children have access to two rooms within the premises. All children share access to a secure enclosed outdoor play area at the front of the property.

The nursery is located in Hampton, Middlesex and is near to local transport links.

The nursery is open each week day from 08:00 to 18:00 for 51 weeks of the year. Children attend for a variety of sessions.

There are currently 34 children from 3 months to 5 years on roll. Of these, 14 receive funding for nursery education.

The nursery employs 8 staff. Of these staff 6, including the manager, hold appropriate early years qualifications. The remaining staff are working towards a qualification.

The setting receives support from the local authority childcare and development partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing their understanding of the benefits of a healthy diet. They do not become thirsty as they confidently help themselves to water from the dispenser. Staff ensure babies have regular drinks. Children learn about healthy eating as they help prepare their daily snack of fruit. At sociable meal times children enjoy a healthy, well balanced diet which staff prepare on the premises. Staff ensure food is stored and served at the right temperature.

Children begin to learn about being healthy as they regularly wash their hands, knowing why they have to do so. For example, a child states they are washing their hands before eating as they have germs. Children generally wash their hands effectively as they use liquid soap and paper towels which minimises the risk of cross infection. However, the hot water takes a long time to heat up. As a result children do not wait and use cold water. Staff minimise children's exposure to germs and infections as they have good hygiene practices. For example, they wear gloves and aprons when changing nappies, regularly sweep the floor in the under two's room and clean the tables before and after meals.

Distress to children following an accident is minimised as many staff have first aid qualifications. Several well stocked first aid boxes are available and staff take one on outings. Staff clearly record accidents and the sharing of this information with parents enables them to watch for any further symptoms which may develop.

Children enjoy a very well planned range of physical activities which contribute to their good health. Children have regular access to fresh air as good use is made of the garden. Regular outings to parks and the swimming pool enable children to develop their large muscle skills. Within the nursery children confidently use the climbing equipment, steer the ride on toys and buggies, dig in the soil and sand and use bats and balls. Daily activities which include cutting, drawing, threading, exploring seeds and shells and fitting puzzle pieces ensure children develop their small muscle skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in clean premises using toys, resources and equipment which are in good condition. There is sufficient equipment to meet the needs of the children. For example, there are enough cots or small beds and bedding for children to be able to sleep when they need to.

Children are cared for in premises where vigilant staff identify and minimise risks. This enables children to move freely and safely. For example, staff regularly practise the fire evacuation drill recording they have done this, a code on the gate prevents the children from opening it and staff close a door when they notice that a child is about to bump their head. Children learn about keeping safe as staff discuss why they must carry scissors in a certain way and children state why they have to put sun cream on.

Staff can protect children from possible abuse as they have a good understanding of the signs and symptoms of abuse. Many staff attend child protection training which supports their knowledge. Staff are aware of the need to report any concerns. They keep a record of injuries children arrive with which enables them to monitor these. The local child protection referral procedures are in place and the manager demonstrates a clear understanding of her role.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily enter the setting and quickly settle to play. Friendly staff help the separation from carers as they warmly greet the children. Children and staff have very good relationships. Babies enjoy interacting with staff using gestures and smiles to indicate their feelings and needs. Older children are confident to approach staff for cuddles, conversation and support. Staff respond with interest and enthusiasm. For example, when children ask staff to join in their imaginary outing staff actively involve themselves in the game discussing where they are going and how to get there. Staff plan and provide a suitable range of activities for the under three's which support their development. Babies and toddlers happily participate in these activities and receive good support from staff who sit with children and show interest in what they are doing.

Nursery Education

The quality of teaching and learning are good. Children make good progress supported by staff's knowledge and understanding of the Foundation Stage. Written plans demonstrate that staff have a clear understanding of the curriculum guidance and provide suitable activities to cover all areas. Staff have a very flexible approach to children's learning. They recognise when children are showing a particular interest in an activity and competently extend this. For example, when a child is sorting the various seeds and shells which are on the play dough table staff provide more resources. This enables the child to extend his activity while not disrupting the other

children. Staff further support his learning as they discuss size and numbers. Children learn in a way which is meaningful and interesting to them. For example, when looking at life cycles children are able to watch cocoons change into butterflies as staff provide a butterfly house. Children confidently discuss what happens.

Staff use their knowledge and observation of children to plan the activities. However while staff keep written observations on the children they do not do this consistently on all the children. There are no observations over the past few months for some children who are regularly present. As a result it is difficult to see how staff plan for all the children's next stage of learning.

Children make good progress in all areas of learning. However there need to more opportunities in knowledge and understanding for children to learn about cultures different to their own. Children develop very good relationships with each other and work co-operatively. For example, when tidying up one child holds the box still so the other children can put the toys in. Children are very confident to speak individually and in group situations. Staff extend vocabulary as they use open ended questions and explain any new words to the group. When a child talks about animals who wake at night he knows they are nocturnal. Staff praise this and re-enforce the meaning. Children are very competent when using writing materials and many children write recognisable letters. They understand that writing takes place for a variety of purposes as they have access to tickets, lists, leaflets and recipes. Children thoroughly enjoy listening to stories. They listen intently at group time and often take a book to an adult and share the story. Children understand that print carries meaning as staff point to the words when they read and children copy this. Children have competent mathematics skills. They are able to sort and match, name their shapes, discuss size, write some numerals and confidently count. Some children are developing their understanding of addition as they quickly say how many there will be if one more is added. Children have many opportunities to explore their natural environment as they use magnifying glasses to look for mini beasts, plant flower and vegetable seeds and watch them grow and care for the guinea pig. Children learn about everyday technology as they explore phones, cameras and cassette recorders. They have access to several clocks which helps them to learn about time. Children confidently use their imagination in free play and art activities. They regularly engage in detailed imaginative play with or without props. For example, in the home area the children pack up some food in a cloth and head to another area of the room to have picnic. During creative activities children happily design and construct using two and three dimensional materials. For example, they select material from the shelves and, using glue, make dog masks. They enjoy taking part in music sessions where they sing, join in with circle games and clap rhythms.

Helping children make a positive contribution

The provision is good.

Children feel valued as staff are aware of individual needs and take time to support these. For example, staff follow the sleep and feeding routines of babies and toddlers home life. This means these take place when individual's need it. Children's individual personalities are understood by staff who take care to support these.

Children who have special needs are able to attend as staff have received training and are able to work with parents to provide support. Children have access to a range of books, puzzles and posters which give children positive images of culture, gender and disability. However there need to be more imaginative resources which give positive images of culture and disability.

Children behave very well. Staff help children learn about good manners as they regularly say please and thank you to them. Children learn about acceptable behaviour as staff promote this. For example, when a child is becoming a little disruptive at story time staff ask him to help. They tell him they know he is good at helping. He responds by helping and his behaviour settles.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Effective links enable consistency in care as staff and parents regularly discuss children's needs. The setting seeks the views of parents as they give them six monthly written questionnaires. They use this information to highlight areas to develop and gain parents views. For example, the setting is currently involving parents in the new menus they are planning. This enables parents to feel included in decisions about their child. The parent's notice board gives parents clear information and they all receive a copy of the policies when their child starts. Parents whose children receive nursery education funding have good access to information about the six areas of learning. A topic sheet which is sent home, and is on display, informs parents of the activities. It gives examples of how children will learn as they play and enables parents to support their child's learning at home. Staff discuss with parents their child's development. Parents state they are happy with the setting commenting that the staff are very nice and they like the homeliness of the nursery.

Organisation

The organisation is good.

Staff enhance children's care with effective organisation. The staff team work very well together and consistent staff care for the children. For example, staff regularly work in both the rooms. This means the children know all the carers who work in the nursery.

All legally required documentation which contributes to children's health, safety and well being is in place. The operational plan is clear and effective. Records are clear and confidentially stored.

Leadership and management is good. Staff are led by an effective manager who communicates well with her team. She values her staff and includes them in discussions about nursery life. Effective recruitment procedures ensure that staff working with children are suitable to do so. The induction procedure supports staff during their first few weeks. Team meetings and one to one sessions enable staff to plan and have discussions away from the children. Nearly all staff have childcare qualifications and staff who do not are currently on training programmes. The setting demonstrates it's commitment to keeping up to date with current practice. Staff

regularly attend training and seek information from professional publications. The manager oversees the planning to ensure it is covering all areas.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection effective action has been taken to address all the issues. These were to keep a record of visitors, ensure children cannot access the kettle and to ensure the hygienic preparation and storage of bottles. Records now show when visitors are present as the visitors book is up to date. A new kitchen is in place and children cannot access this area. Staff prepare and store bottles in an hygienic way. The setting were also asked to ensure that accident and medication records meet requirements and to provide evidence of staff qualifications. Records seen at this inspection demonstrate that accident and medication records meet requirements. Ofsted are aware of the qualifications of staff as these records are accessible on the premises.

Since the last nursery education action has been taken to address nearly all the issues. These were to promote the graphics area, encourage children's self help skills at meal times and to improve the use of assessment records. Children now confidently approach and use the graphics area and select from a good range of equipment. Children have good self help skills as they help prepare the fruit at snack time and help serve themselves at mealtimes. Some assessment records require attention as staff do not regularly record observations on some of the children.

Complaints since the last inspection

During the reporting period covered by this inspection, namely since 1 April 2004, Ofsted have investigated 4 complaints.

The concerns related to National Standard 1: Suitable Person, National Standard 2: Organisation and National Standard 12: Partnership with Parents.

Ofsted carried out three unannounced visits and asked the provider to investigate the fourth complaint.

The first visit was in November 2005 to investigate an issue with a parent. There was no evidence that the National Standards were not being met.

The second visit, again in November 2005, was to investigate staff qualifications, the setting caring for more children than they are registered for and trainees being included in staff ratios. The setting agreed to carry out one action to meet the National Standards. This action was to keep accurate attendance registers to show who is present.

The third visit took place in January 2006 to investigate staff to children ratios. No evidence was found that the National Standards were not being met in relation to the complaint. However the setting agreed to carry out one action that all adults living on

the premises undergo a criminal records bureau check.

In February 2006 the provider was asked to investigate concerns that children were being moved rooms or to another nursery when Ofsted were present and the complaints record was not up to date. The provider responded in writing and there was no evidence to suggest the National Standards were not met.

At this inspection registers are accurate and up to date. The registered person's 17 year old son now has a criminal records bureau check.

The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- make sure the hot water in the children's bathroom is working effectively
- continue to develop the range of imaginative toys and resources which give positive images of culture and disability.

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):

- ensure children have more opportunities to develop their awareness of cultural differences
- ensure regular observations take place on all children. Demonstrate how this information is to be used to plan for children's next stage of 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