



## Hook Village Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	507936
<b>Inspection date</b>	09 May 2006
<b>Inspector</b>	Christine Clint
<b>Setting Address</b>	Ravenscroft, Hook, Hampshire, RG27 9NN
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<b>Registered person</b>	Hook Village Nursery
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - special measures.

### WHAT SORT OF SETTING IS IT?

Hook Village Nursery is a committee run group, which opened in 1988. It operates from a room in the Hook Community Centre and is close to the village centre. It has an enclosed garden, and children regularly use the public play area, adjacent courts and playing fields, directly across the road. The nursery serves the local area.

The nursery is registered to accept a maximum of 18 children under 5 years of age at

any one time. It accepts children from 2 years 8 months of age. There are currently 38 children on roll. This includes 21 children who are in receipt of nursery education funding. Children attend for a variety of sessions, half or full days.

The nursery supports children with additional needs.

The nursery opens Monday to Friday during school term time only. Sessions are from 09.00 to 11.30 (or 12.30 if staying for lunch), and from 12.30 to 15.00. Children bring their own packed lunches if they are staying all day or for the morning session followed by lunch.

There are six part-time members of staff who work with the children. The manager is working towards a National Vocational Qualification Level 3 in Early Years Education and Childcare and one member of staff has a level 3 and level 4 equivalent qualification. Three members of staff are currently on appropriate training programmes. The setting attends the local authority cluster meetings and staff also receive support and advice from other early years agencies.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are now following organised routines to minimise the spread of infection and to maintain standards of hygiene in the nursery. They always sit at clean tables to eat and drink, these are thoroughly wiped with anti-bacterial spray before snacks and before lunch. All children automatically wash their hands after using the toilet and they are given extra wipes for their hands, before snack and lunch time. They know immediately that these must be put in the bin after use and they all complete this promptly without staff asking.

Children are discouraged from putting toys in their mouths and staff quickly respond when they notice children who absent-mindedly chew on items.

There are improved routines for toileting and hand washing as children now independently use the new toilet, which has been installed at the back of the storage area. Some children can reach the adjacent hand wash unit and dryer with the aid of a step, and they responsibly wash their own hands, other children need assistance. Staff monitor this area reasonably well.

Children who are sick or feeling unwell are considered immediately. There is an updated policy and staff know and understand the routines to be followed. Children's parents are called directly when there is a health concern.

Children now easily help themselves to water which is available on a low table; staff endeavour to monitor this during the session as some children are still learning to manage. Children are also learning to pour their own drinks at snack time and staff responsibly help them. They are offered healthy options at snack time. Staff prepare fruit and encourage children to try new tastes, however children only have two

segments of orange to sustain them throughout the morning.

Staff join children who are eating lunch, but do not sit with children at snack time to encourage any discussion about a healthy diet or to act as role models for social skills. Children's lunch boxes are still not refrigerated, but parents are now informed about the routines for storage and can choose whether to include an ice pack.

Children have an enclosed outside play area with easy access, but this is not used unless the ground is dry. They are sometimes escorted to the nearby play park to use the larger apparatus and they attend a gym session in the large hall once a week. Children sometimes remain in the room for a whole day with no opportunities for physical play. Some younger children are clearly tired when they attend morning and afternoon sessions. They can use a bean bag to rest, but there are no alternatively planned routines for tired children.

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

The provision is satisfactory.

Children are consistently safe in the setting because they mostly remain in one room of the community centre, which has a good security system on the main entrance. Children are diligently monitored at arrival and collection times, staff remain at the door to ensure that children leave with their parents or carers.

Children move freely around the room as soon as they arrive, because staff ensure that activities are organised daily to give children space and easy access. Play equipment is reasonably clean and in good condition. It is sufficiently accessible, although children cannot access a wide variety to extend their play.

Parents wait in the foyer until the doors are opened, they are welcomed and come in to collect or to settle children regularly. They talk to staff and read the notices displayed on the door or the special notice board in the corridor.

Children's safety is regularly monitored by staff throughout the session, they are observant and react swiftly if children open the door to the outside play area. Children using scissors are closely observed to ensure that they use these appropriately. Staff use an ongoing risk assessment process which is continually added to if there are any new areas of concern. However, children are not always safe when using the hand wash sink, they cannot always reach the taps or the liquid soap, even though they are on the step provided. Children are keen to be independent when they use the new toilet area, but this is not always possible as the unit is too high. Children's welfare is sufficiently maintained and information about child protection procedures is shared with parents.

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

The provision is satisfactory.

Children are mostly happy when they enter the nursery and older children are confident and begin to interact with each other. They are used to the routines of self

registering and choosing their own activity. Children happily begin to talk about their homes and families whilst colouring, they have a sense of belonging and sound levels of trust in the adults around them and their environment. Children are left to their own free play, they can move to any area of the room until group time and staff move with children, as needed. Individual, younger children are managed well by staff, especially when they do not want to remain seated at group time. Staff attempt to interest them quietly in other activities to keep them occupied.

Children have a few opportunities to build on their levels of self esteem through singing in front of the group or talking about their items from the 'show and tell bag'. Children particularly enjoy whole group singing, when all staff and children come together to recite 'We're going on a Bear Hunt'. This holds everyone's interest for longer and children look at the pictures and talk about the actions. However, staff are not always well deployed at group time and children become fractious and noisy. The 'show and tell' time is repeated twice a day and children become disinterested.

Children have some clear instructions from staff at times, such as, when they learn how to use scissors and concentrate on fitting puzzles together. Some staff encourage role play, although mostly staff follow the children's lead rather than influence the flow of the activity. Younger children's activities are not planned. Staff are not fully aware of the Birth to Three Matters framework and do not use this in practice.

#### Nursery Education.

The quality of the teaching and learning is inadequate. Staff continue to lack sufficient understanding of the Foundation Stage curriculum and their role in supporting children's learning across all the early learning goals. They supervise children but consistently miss opportunities to challenge them effectively. Children's progress is clearly limited and their level of achievement is impaired because there are no identified objectives for children's learning.

Children are learning to be independent through everyday routines, but show little exploratory impulse as they do not have the opportunities or encouragement from staff. Most play activities are very familiar and repetitive to them, with very little stimulation. Children are aware of their own needs and they show that they are developing friendships. They are caring towards one another, but frequently copy each other's negative behaviour at times and staff do not always address this adequately.

Children can communicate with staff and each other. They respond meaningfully but are not learning to extend their language through rhymes or frequent stories. Children recognise their names and some children can form letters and write their own name, but writing is not linked to any other activities or given a purpose. There is little use of connecting ideas or extension of children's thinking. Children repeatedly count at group time but there is no other opportunity for them to learn numbers, recognise symbols, learn about shapes or use simple mathematical language.

All children show total involvement during the action story and staff continue to hold their attention whilst looking and talking about the pictures. However, there is very

little learning at any other group time or support for children's imagination, expression or sense of exploration during play. Children paint freely but cannot access other materials or learn about colours or textures. Children dress up, but have no additional resources or staff involvement to extend the role play. Some children show interest in the plastic mini-beasts in the tray, they have magnifying glasses but there is little effort from staff to extend children's knowledge of the wider world. They briefly use telephones for role play but there is little evidence to show how children are beginning to increase their knowledge of technology. Children move freely for most of the session and they have a sense of space because the room layout and facilities are very familiar. They do not learn about movement or have daily opportunities to practice. They are not encouraged to learn about health or have an understanding of how they feel.

Children's play is fragmented and staff do little to encourage any activity to have a learning outcome or to offer challenge and stimulation for children. They do not link the initial information from parents about children's development, to any activity plans or include any differentiation.

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

The provision is satisfactory.

Children's behaviour is generally satisfactory. Children are polite and aware of responding to staff, they know the routines well and they are quick to respond, especially when they are asked to reduce noise levels. Children show affection for each other at times and confidently inform staff if they are concerned about each other's behaviour. However staff deployment and involvement in children's activities or group time is spasmodic and not fully organised, therefore children's attention fluctuates and the noise levels rise easily when they become bored and restless. Children's spiritual, moral, social and cultural development is not fostered.

Children with additional needs are settled and parents are happy with their progress. There are links with other agencies and records show that liaison is regularly taking place. Parents are entirely satisfied with the commitment of staff to meet individual children's needs. Children of various cultures and religions attend the nursery and there are some posters and pictures to reflect the diversity in society.

Children are mostly settled and happy because their parents show positive support for the nursery. Many parents are involved in the committee or have previously been involved. They have noticed an improvement to the daily routines since the last inspection and believe that children are happier and more content, mainly because they can play with all the activities provided as soon as they arrive. Parents receive regular newsletters and there is an appropriate amount of current information displayed in the entrance area. Parents give written permission for all areas of care and for staff to complete assessment records. They provide initial information for the development profiles, but they rarely have an opportunity to read their children's assessments and they are not fully informed about the Foundation Stage of learning or how children will learn through their play. The partnership with parents and carers is inadequate in respect of the nursery education.

## **Organisation**

The organisation is satisfactory.

The nursery has reviewed the staffing policy following the addendum to the National Standards. There are organised system in place for staff employment and suitability checks for staff and committee members. The committee show an organised approach and a determined attitude to meet all regulatory requirements. The organisation of the setting is sufficiently managed to cover the day to day running, and to include all necessary policies and procedures for the welfare of children and staff. Children's attendance is well recorded. All planned attendance at every session is clearly displayed on a white board for staff and parents to check regularly.

There are contracts for all staff and thorough job descriptions. However the deployment of staff is still not planned throughout the session, there is no organised system of responsibility. New staff have commenced appropriate training and they are gaining confidence in their knowledge and understanding. Some staff have attended relevant short courses but there is little evidence of this knowledge being used to influence daily practice. The setting does not meet the needs of the range of children for whom it provides.

The leadership and management is inadequate. Following the last inspection there has been little progress in the staff knowledge and understanding of how to include the stepping stones of the early learning goals in the daily planning or the routines. The planning is very limited and does not show how children will achieve or make progress. There is no guidance for staff on their role in activities or how to engage or involve children to extend and promote their learning.

Staff appraisals are ineffective and no progress has been made to identify the strength of staff abilities or their training needs. Staff complete long and medium term planning, but these are more of a diary of events, to be used as weekly or daily reminders. Staff have implemented some changes to the daily routine and the room layout since the last inspection. They have introduced more of a free flow concept for children, but they still do not guide children towards purposeful play.

Children's records of achievement are completed according to the ability of their key worker and not all observations of children's achievements are fully supported by evaluative statements. Children's level of achievement does not inform future planning.

## **Improvements since the last inspection**

### **Care**

At the last inspection the quality of care for children at the nursery was judged to be inadequate. Providers were asked to improve hygiene and minimise the potential for the spread of infection; to monitor and develop a greater balance of healthy options of food at snack time; to implement procedures to ensure the effective deployment of staff to meet children's needs.

The nursery has improved facilities for all children by installing a single toilet and hand wash basin within the area used by children. Children always wash their hands and this is monitored by staff. Staff now efficiently clean all tables with anti-bacterial spray before snack and lunch times. All children are adequately provided with wipes before snack and lunch time, they use these for their hands and place all used wipes in the bin. Staff show a good awareness of any children who put toys in their mouths and they remove these items immediately. Staff know and understand the updated routines to be followed in the event of children feeling unwell, parents are contacted immediately.

Children are now offered a wider variety of healthy foods at snack time, although the quantities of fruit offered are not fully substantial to meet all children's needs.

Parents are now provided with full information regarding the storage of lunch boxes. This enables them to provide suitable food or include an ice pack.

Currently there is no planned deployment system, however staff respond well to children's practical needs, they are occupied and busy throughout the session.

Nursery education.

At the last inspection the quality of the nursery education was judged as inadequate. The setting was required to develop staff's understanding of the early learning goals and their role in supporting children's learning across all areas of the curriculum; continue the development and use of planning, observation and assessment procedures; implement a monitoring system to evaluate the quality of teaching and children's learning.

The nursery has not progressed with the action plan provided. Staff continue to have insufficient knowledge and understanding of the Foundation Stage curriculum to enable them to provide learning opportunities for children. The daily plans for activities show no learning outcomes and there is little purpose to the records of assessment as these are not used to plan for children's varying abilities. The basic staff appraisals in place are not sufficient to monitor or evaluate the level of teaching and this impacts on children's learning and restricts their potential to progress.

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

There have been no complaints made to Ofsted since the last inspection. 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.

## **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 satisfactory. The registered person meets
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the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - special measures.

## **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 that children are provided with adequate quantities of food to sustain their levels of nutrition throughout the nursery session
- improve children's access to the hand washing facilities to enable them to manage safely whilst gaining independence

### **The quality and standards of the nursery education**

The setting requires special measures to improve the provision for nursery education. The following urgent action is required:

- improve staff knowledge and understanding of the Foundation Stage curriculum and their role in enabling children to learn through play
- continue to observe and assess children's development, to inform the plans for activities and enable parents to access their children's profiles frequently
- implement an effective appraisal system for all staff to ensure that their strengths and weaknesses are identified and to enable accurate assessment of their training needs.

The Department for Education and Skills and the local authority have been informed.

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)