



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY248137

DfES Number: 538687

INSPECTION DETAILS

Inspection Date	11/06/2004
Inspector Name	Anne Munro

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hopgarden Day Nursery
Setting Address	Carters Clay Lockerley, Romsey Hampshire SO51 0GN

REGISTERED PROVIDER DETAILS

Name	Hopgarden Day Nursery
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ORGANISATION DETAILS

Name	Hopgarden Day Nursery
Address	Carters Clay Lockerley Romsey Hampshire SO51 0GN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hopgarden Day Nursery opened in September 2003. It is privately owned and operates in a purpose built extension to domestic premises, with playroom, kitchen, toilets and direct access to an outside play area. Children attend from surrounding villages in a rural area. The setting is registered to accept up to 18 children aged from 2 to under 5 years. There are currently 9 children on roll, including 2 funded 3 year olds and 2 funded 4 year olds.

The nursery opens five days a week in term time, from 09:00 to 16:30. Children attend for a variety of sessions. A playscheme is provided for two weeks in the summer holidays, from 09:00 to 16:00.

There are two full-time members of staff working with the children, both with early years qualification to NVQ level 3. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance.

How good is the Day Care?

Hopgarden Day Nursery provides good care for children. Experienced and well-qualified staff regularly discuss their own training needs and continue to update their skills and knowledge. They have devised clear policies and procedures to underpin the running of the nursery. Warm and welcoming purpose built premises provide children with a stimulating learning environment with plenty of space to play inside and out. The nursery provides a wide range of good quality toys and equipment, which is still being developed.

Staff are conscientious about ensuring children's safety, and precautions are regularly reviewed. All staff have first aid qualification and procedures are in place to handle illness or injury. The nursery promotes healthy eating with nutritious snacks and encourages children to try new foods. The staff are experienced in catering for allergies and special diets, and give careful attention to cleanliness and hygiene.

Staff have good understanding of children's individual abilities and plan activities to meet individual needs. They use praise and encouragement to promote good behaviour, and discuss management strategies with parents to ensure continuity. They liaise closely with parents to ensure that any special needs are addressed but have limited knowledge of current legislation.

Good working relationships are developed between staff and parents, based on open communication. Parents receive good information about the nursery and about their children's progress, and are encouraged to share in their children's learning. Staff keep accurate records and are careful about confidentiality.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are well qualified and very experienced in childcare and education. They continue to update their skills and knowledge with ongoing training and have attended many short courses and workshops which have enabled them to set up an effective and well-organised nursery.
- The new premises have been planned to meet the needs of young children and space is used well to promote learning and independence. Children can easily access resources and can use the cloakroom independently. They are able to use a garden area with raised beds for planting and watching things grow, and a large secure grassed play area enables them to enjoy activities outside.
- Staff have undertaken training and are conscientious about health and safety. They carry out regular risk assessments and have taken all precautions to safeguard children, taking advice from professionals and ensuring that equipment is regularly inspected.
- Good working relationships have been developed with parents and carers, who are made welcome in the nursery. Parents receive good information about activities and events in regular newsletters and are able to share in their children's learning, contributing to topics and joining outings. They are able to discuss their children's progress with staff and receive regular written reports.

What needs to be improved?

- staff's knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs
- children's access to large equipment for developing physical control and co-ordination.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	introduce safety measures to allow children regular access to climbing equipment.
10	develop staff's knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of nursery education at Hopgarden day Nursery is acceptable and of good quality. Children are making generally good progress towards the early learning goals and progress in many areas is very good.

The quality of teaching is generally good. Both staff have sound knowledge of the early learning goals and together plan a balanced curriculum of activities to stimulate learning, although plans do not include extension for the more able child. Staff interact well with the children, constantly engaging them in conversation, asking questions to promote learning and encouraging children's language skills and confidence. They are particularly good at using opportunities to develop children's understanding of the natural environment. They use praise and encouragement to re-inforce good behaviour and liaise closely with parents to ensure that children's individual needs are addressed. They regularly record children's achievements and share records with parents, but the system of recording progress does not make clear the next steps for development.

Leadership and management of the setting is very good. The supervisor and deputy have worked well together to set up a new nursery with a high standard of care and education. They have completed business and management training and have introduced clear policies and procedures for running the nursery effectively. Together they continue to evaluate the provision and to identify areas for development.

Partnership with parents is very good. Good working relationships are developed between staff and parents, based on open communication. Parents receive good information about the group and about their children's progress, and are encouraged to share in their children's learning. They are made welcome in the nursery and join in outings and social events.

What is being done well?

- Children's personal, social and emotional development is very good. Children are very confident and show good levels of independence. They are attentive and concentrate well, particularly when listening to stories.
- Children have very good opportunities to learn about the natural environment. They plant and watch vegetables and flowers grow in their own area of garden, help collect eggs from the resident hens and watch tractors working in neighbouring fields. They learn to care for the rabbit and guinea pigs and search for mini-beasts under logs in their play area.
- Children use counting and numbers throughout their daily activities and are all very good at recognising numerals. Staff use opportunities arising to re-inforce their understanding, counting eggs collected and comparing them

with earlier collections, counting bales of hay and estimating how many the tractor can make from the field, measuring the growth of sunflowers and weighing and measuring cooking ingredients.

What needs to be improved?
<ul style="list-style-type: none">● the system of recording children's progress towards the early learning goals● the planning system, to extend challenge for the more able child● children's use of writing.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children come confidently into the nursery and settle quickly to chosen activities. They relate confidently to adults and play well alongside other children, learning to take turns and share. They talk about homes and families, and are introduced to other cultures. They become independent in choosing activities and in personal care, and are familiar with daily routines. Staff use praise and encouragement to foster children's self-esteem and pride in their work and to re-inforce good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy looking at books and listen attentively to stories, joining in and responding with enthusiasm. They become confident speakers as staff engage them in conversation, developing their language skills and vocabulary. They are learning about the links between sounds and letters and some are beginning to use emergent writing in role play situations, although they are not yet forming recognisable letters or using writing as a means of recording and communicating.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in counting to 10, as staff make counting an integral part of daily activities. Older children use simple calculation in their daily activities and both 3 and 4 year olds are able to recognise numerals. They learn about shape and colour and are able to sort and to recreate patterns with a variety of resources and activities. Staff encourage them to use mathematical language when playing with construction toys and with sand, water and playdough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural environment, playing in the outside area, planting and watching vegetables and sunflowers grow, collecting eggs from the hens and finding mini-beasts under logs. They learn about their community from visitors and on local walks, and talk about past and present experiences in group discussions. They design and build with construction toys and recycled materials and use simple technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The outside play area provides natural opportunities for climbing, balancing and moving confidently over uneven ground, as well as space for using large equipment such as trampoline and balancing beams. Children develop good spatial awareness manoeuvring ride-on toys around other activities outside and in movement sessions indoors. They show increasing manipulative skills using a range of tools such as scissors, knives and pencils, and in using construction toys and small world activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture using a variety of techniques and media such as painting, printing and collage, and imaginative art work is displayed around the nursery. They use percussion instruments to learn about sound and rhythm, and join in songs and rhymes with enthusiasm. They develop imagination in planned role play situations, such as shopping in the 'supermarket' and 'pet shop' or rowing their boat to a picnic outside, and act out their experiences with small world toys.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- review the system of recording children's progress to make clear the next steps for development;
- review the planning system to include extensions to activities to challenge the more able children and encourage them to use writing.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.