



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 113520

DfES Number: 510969

INSPECTION DETAILS

Inspection Date 10/09/2004
Inspector Name Lisa Jane Cupples

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hedgehog House Nursery School
Setting Address 8 Homefield Road
 Worthing
 West Sussex
 BN11 2HZ

REGISTERED PROVIDER DETAILS

Name Mrs Lynn Brown

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

Hedgehog House Nursery opened in 1987. It is a privately owned group, which operates from a self-contained unit in the grounds of the owner's home in Worthing, West Sussex. The nursery serves the local community and surrounding areas.

The nursery is registered to provide care for 24 children aged from 2 years to 5 years. There are currently 36 children on roll. There are 25 children who are 3 years old, and 1 child who is 4 years old, in receipt of nursery education funding. The setting supports a number of children who have special needs or English as an additional language.

The nursery is open 5 days a week during term-time only. Sessions are from 09:00 to 12:00 or 08:30 to 15:00 on days that the children attend for lunch. More afternoon sessions are provided as the number of children increases throughout the academic year. Children can attend a variety of sessions.

There are 6 full-time and part-time staff who work directly with the children. There are 5 members of staff who have early years qualifications to NVQ level 3 and 1 member of staff is currently working towards an early years qualification. The setting receives support from the West Sussex Early Years Development and Childcare Partnership. They are currently working towards the West Sussex Quality Kitemark Scheme.

How good is the Day Care?

Hedgehog House Nursery provides satisfactory care for children. Staff deployment is good, however some aspects of the daily routines need to be improved. The setting is warm and welcoming, helping the children to settle quickly on arrival and feel at ease. The variety of resources ensure the children are fully occupied during free-play. Most paperwork is in place and maintained well.

The staff team provide a safe and secure environment for the children and their families. The premises are clean and the children's work is displayed brightly. Good

hygiene practice is promoted and the nursery provides a range of healthy snacks. The staff work closely with the parents to ensure their wishes are fully respected at all times. The staff have a clear understanding of equal opportunities and child protection procedures.

The staff have an understanding of the developmental needs of children. The range of activities help to promote learning in all areas and provides a balanced programme. Staff encourage all children to participate fully and they incorporate specific strategies for children who have special needs or English as an additional language. The staff are positive role models and behaviour management is consistent, ensuring the children know what is expected of them.

Partnership with parents is good. The staff are friendly, supportive and approachable, providing a caring environment for the whole family. The children's progress is discussed daily. Communication is good and the parents are welcome in the setting at any time.

What has improved since the last inspection?

At the last inspection the setting was asked to address the following actions:

Ensure that staff are entered into the register at every session. The staff's names are now included on the daily attendance register.

Ensure that an operational plan is developed and reviewed periodically. An operational plan is now in place, in the form of many working documents which are reviewed annually.

Ensure that staff ratio's are maintained at all times. Staff deployment is effective and the children receive good supervision. the ratio's are maintained fully at all times.

Ensure that an up-to-date complaints procedure is available for parents at all times. There is a complaints procedure in place, but Ofsted's details are not included. A recommendation has been raised.

Ensure that the equal opportunities policy is reviewed and developed to include the children in the nursery. A full equal opportunities policy is in place and is implemented effectively.

Ensure that a first aid course which includes training in first aid for infants and young children is completed and every session has a qualified first aider. All staff now hold a relevant first aid qualification.

Ensure that the glass in the greenhouse does not pose a risk to the children. The glass in the greenhouse is now fully protected with safety film to ensure the children are safe in the garden.

Ensure a policy is written about the exclusion of children who are ill or infectious. A document is in place and parents are aware that the final decision is made by the owner of the setting.

What is being done well?

- The premises are checked daily and provide a safe environment for the children. The staff are vigilant and all safety features are in place. Access to the setting is monitored closely using security camera's and the entrance is kept locked to prevent unwanted visitor's gaining access.
- Staff promote good levels of hygiene throughout the setting. Children are encouraged to wash their hands at appropriate times, for example, after handling the pets, using the toilet or before eating.
- Staff implement the settings equal opportunities policy extremely well. Children from a variety of backgrounds and cultures attend the group. All children are able to participate fully in the activities and the resources reflect a diverse community. Activities include various festivals from around the world, food-tasting, role-play, music and stories. Children are encouraged to recognise that everyone has different needs and celebrate their individuality through discussions, practical activities and topics.
- Behaviour is managed effectively and consistently by the whole staff team. Children are beginning to develop a strong sense of right and wrong. Good behaviour is recognised and rewarded with praise and encouragement. The staff have a calm and relaxed approach, using clear rules and boundaries. The children know what is expected of them and often remind others of the rules.

What needs to be improved?

- the written procedures for dealing with a lost child
- the policy for curriculum planning to ensure it includes up-to-date information for parents
- the organisation and timing of some parts of the session, to prevent children from waiting around for the next activity
- the procedure for recording the details of all visitors to the setting
- the complaints procedure, including the contact details of Ofsted, the regulatory body.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

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
2	Ensure all policies are in place, up-to-date and shared with the parents.
3	Organise the sessions effectively to ensure children are not expected to wait for long periods of time between activities.
6	Implement a system to record the details of all visitors to the setting.
12	Ensure the complaints procedure includes Ofsted's contact details and is made available to all parents.

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

How effective is the nursery education?

Hedgehog House Nursery provides acceptable nursery education of good quality.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage. They know what they expect the children to gain from each activity. Keyworker observations are used to inform the curriculum planning to ensure the children's individual needs are being met. Most resources are well used and staff differentiate activities well to reflect the age and understanding of each child. However, some teaching methods and keen support of staff, slows the children's ability to reach their full potential in some areas. The Senco liaises effectively with other agencies to ensure children with special needs or English as an additional language are able to participate fully.

The leadership and management of the setting is generally good. The owner plays an active role in the nursery and provides a supportive working environment for the staff. Activities are evaluated and practice is amended as necessary to continually improve the quality of care and education. There are no formal appraisal systems in place to monitor the staff performances, all issues or concerns are discussed daily. The established staff team work well together. They see the inspection process as a positive way to ensure the nursery continues to move forward.

Partnership with parents is very good. Policies and procedures are shared and information about the children's progress is shared daily. Parents have access to their children's records at any time on request. The notice board displays clear information, including the curriculum planning. Parents are actively encouraged to visit at any time.

What is being done well?

- Children are able to explore and investigate the world around them through real and interesting activities. The staff provide opportunities for children to plant and grow flowers and vegetables from seeds, the study life cycles, for example, collecting eggs from the chickens, and they help to care for the range of pets in the well-used garden area. The children are keen to participate and follow the good hygiene practices promoted by the whole staff team.
- Children's language is developing well. Staff introduce new words to extend their vocabulary, repeating words and answering questions to explain the meanings to help the children to understand. Children are encouraged to express their ideas, the staff ask open-ended questions and allow the children time to think and respond.
- Behaviour management is consistent and relaxed. Staff give very clear explanations to the children, taking their individual understanding into

account. The children behave well and respond to the high expectations of the staff. The staff take time to clarify issues to ensure the children can see they have been treated fairly, for example, explaining the reasons why people line up when using the slide, so that everybody has a chance to participate fairly.

What needs to be improved?

- the opportunities for children to practice their counting skills in everyday situations and the staff's use of incidental counting opportunities during the sessions
- the provision of everyday technology and programmable toys to develop and extend the children's learning and understanding
- the organisation of craft activities to allow more independence, freedom of choice and opportunities for the children to create work using their imaginations
- the opportunity for children to experiment with the resources during art and craft to develop their understanding of the resources and the properties of the materials they are using
- the teaching methods used to support and encourage the children, allowing them to develop their own ideas and take suitable risks to reach their full potential, especially during art and craft and physical climbing activities

What has improved since the last inspection?

At the last inspection the setting was asked to address the following key issues:

improve the provision for developing children's initiative by allowing more independent access to resources and redressing the imbalance of over-directed teaching

raise the quality of teaching by increasing opportunities to discuss, recognise patterns of sounds in words and rhymes and work with mathematical patterns and sequences

raise staff awareness of the Code of Practice on Identification and Assessment of Children with Special Educational Needs. Produce clear procedures for staff to follow and continue to build up links with outside agencies, before probable needs arise.

The children now have independent access to some resources to promote their independence and confidence. However, the staff still support the children and direct their activities too much, limiting their opportunities to develop their skills and reach their full potential.

Children are able to recognise the patterns of sounds in words and rhymes during

practical activities. Children are able to recognise and recreate patterns using peg boards and threading activities to develop their understanding.

The Special Needs programme within the setting is effective and clear procedures are in place. The group Senco has completed the training and is continuing to develop links with outside agencies to support the children of the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly on arrival and are developing good relationships with the adults. They are confident and respond well to the staff and visitors, asking questions to increase their understanding of various situations. Children are well-behaved and are able to follow simple instructions. They are independent and are keen to try new activities. Children are beginning to develop a sense of community and co-operate well with each other throughout the sessions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers in a variety of situations. They are able to explain their ideas and express their feelings clearly. Children negotiate roles in the home corner, during free-play. They talk openly about real and imagined experiences. Children handle books correctly and are beginning to understand that text has meaning. They practice emergent writing at every opportunity. Some children are able to form clear, recognisable letters or write their own names on their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count up to and above 10 during rhymes and practical activities. There are some opportunities to develop the children's skills through incidental counting during the sessions. Children are beginning to compare numbers, for example, they recognise that 3 is more than 2. Children use mathematical language to describe position, shape, size and quantity during everyday activities. Some children recognise and recreate simple patterns, when threading and using peg boards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate the world around them during practical activities. They are beginning to show an awareness of their local environment. Children have some opportunities to use everyday technology and programmable toys to extend their learning. Children have a good sense of time and are aware of the sessional routines. They talk openly about their families and where they live. Children recognise others needs and differences, often asking questions to understand more.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good spatial awareness and take part in large group activities with ease. They are able to move confidently, with imagination around the setting. Children can manipulate a range of tools with increasing control. Opportunities for the children to develop their climbing skills are often hampered by the keen support of the staff. Some children recognise the changes to their bodies following physical activities, commenting that they are hot or thirsty after running and jumping.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children can recognise a range of colours during practical activities. They use a variety of musical instruments with confidence. Children sing a range of songs from memory, matching the actions to familiar rhymes. Children's opportunities to develop their skills and experiment with resources during art and craft activities are limited. However, role-play, musical movement and music sessions allow the children to express themselves, helping to develop and enhance their imaginations.

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

- improve the provision for developing children's initiative by allowing more independent access to resources and redressing the imbalance of over-directed teaching with particular reference to art and craft
- improve staff understanding of appropriate teaching methods and interaction, to promote independent learning, with particular reference to creative and physical development
- increase the opportunities for children to use everyday technology and more programmable toys to extend and develop their learning.

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.