



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY153002

DfES Number: 533186

INSPECTION DETAILS

Inspection Date	07/09/2004
Inspector Name	Amanda Jane Tyson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Hamptons Day Nursery
Setting Address	21 Howard Close Hampton Middlesex TW12 2UB

REGISTERED PROVIDER DETAILS

Name	Hamptons Day Nursery
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ORGANISATION DETAILS

Name	Hamptons Day Nursery
Address	21 Howard Close Hampton Middlesex TW12 2UB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

The Hampton's Day Nursery is a private day nursery in Hampton in Middlesex. The group have been registered to offer care and nursery education since December 2001.

The provision is based in part of a detached house, which is also used by the proprietor as her place of residence. The nursery has two dedicated rooms for the children and the children have access to a play area that is situated at the front of the property.

The group is situated close to a large park, this area is accessed on a daily basis, weather permitting.

The owner/manager is supernumery and two members of staff job share the deputy role. In total, six members of staff are employed to care for the children on a permanent basis, one of these works full time and of these, five hold an early years child care qualification. There is also a list of consistent relief staff.

The group operate Monday to Friday from 8.00am - 18.00pm.

The group is in receipt of DFES funding for three and four year old children. There are currently six funded three year olds on role, three of whom speak English as an additional language. Children with special educational needs are welcomed, however there are not currently any attending.

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

How effective is the nursery education?

The Hamptons Day Nursery provides high quality nursery education, whereby children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff work very well together as a team and maintain a high level of communication with regards to the organisation of daily responsibilities and meeting children's individual needs. Staff are sound in their knowledge of how children learn through play and are skilled in exploiting opportunities to promote and extend their learning. The curriculum is varied and well planned and children are interested and motivated to learn. They exude confidence, their independence and decision making skills are generally well encouraged. Staff know the children well and their progress towards the early learning goals is monitored and documented with clear examples, although steps to help them progress to the next stage are not clearly identified for all children. Toys and equipment are of high quality and quantities are sufficient to enable groups of children to play co-operatively together.

Leadership and management is very good. The proprietor is particularly committed to ensuring high levels of staff ratio's to children are maintained and the priority given to staff development ensures a reliable, consistent and experienced team. Clear induction procedures include introduction to the foundation stage curriculum and the on-going training programme helps to extend their knowledge of the early learning goals. Effective systems are in place to monitor and evaluate the quality of teaching and she acts on advice to improve the provision.

Partnership with parents is very good. Parents hold the nursery in high regard and highlight the small family environment and high quality of teaching as key strengths. Effective written and verbal communication ensures parents understand the foundation stage curriculum and how they can re-inforce learning at home.

What is being done well?

- The programme for physical development takes children out of the nursery environment twice per day. The children exude excitement, enjoy walking and run freely through the leaves. The weekly swimming lessons in the local outdoor heated pool is a particular highlight of the children's week. Their developing water confidence, coupled with the high levels of exercise encourages a healthy lifestyle.
- The recent development of the outdoor play area provides a stimulating and attractively presented environment. Children explore and experiment with interest, make good use of the garden area, where they have watched tomatoes, sweet pea and sunflowers grow, absorb themselves in imaginative play and climb confidently on apparatus.

- Staff's sound knowledge and understanding of the early learning goals enables them to exploit opportunities to extend learning. Children are encouraged to use and develop their mathematical skills in spontaneous games, for example recognising numerals in a game of "hopscotch", learning the value of coins whilst pretending to be a shopkeeper serving staff and using scales to weigh cooking ingredients. Staff initiate interesting and worthwhile conversations with children and challenge them to think about what they are doing and how things work, for example why arm bands are used for swimming and what makes them float.
- Children's learning of the natural and living world is enhanced through the use of natural resources in play and the wide range of visits and trips organised, for example children observed butterflies evolving from chrysalis in support of the "growth topic" during a trip to Syon Park.
- The effective and supportive leadership ensures a dedicated, experienced and motivated staff team, who work effectively and harmoniously together.
- Parents are encouraged to contribute to children's learning. They meet regularly with staff to discuss children's progress and are sound in their understanding of the foundation stage curriculum.

What needs to be improved?

- the use of assessments to plan the next steps for children's individual progress towards the early learning goals
- the use of the newly initiated graphics area
- children's independence and self help skills at meal times.

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 have high levels of self esteem and confidence. They are inquisitive and explore and investigate with enthusiasm. Children use their developing self help skills to dress and undress themselves and choose a selection of afternoon activities from a pictorial list, but at lunchtime staff serve the children. Children are taught to share and take turns and older children show consideration for younger ones. The children have secure and close relationships with staff and they exude happiness.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's developing use of articulate vocabulary is supported by staff with the consistent introduction of new words. They use language to negotiate and express their thoughts and feelings with confidence. Children recognise their names in print and older 3 year olds are beginning to write their names. They use their emergent skills to write shopping lists in the play shop, which is supported by a wealth of labelling. Children listen with enjoyment to stories and contribute enthusiastically..

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children learn the value of coins, develop their understanding of early calculation and are encouraged to use number language as they buy items in the pretend shop. Their counting skills are reinforced through number rhymes and they learn to recognise numerals through games such as hopscotch and print around the nursery room. Children use scales to weigh ingredients for cooking and explore measure, shape and capacity when constructing and experimenting with sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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On the daily trips to local nature parks children search for conkers and bark. They are keen to spot the first deer, feed the ducks and they watch with interest as their seeds grow in the nursery garden. Children buy exotic fruits from the play house, dress up in multicultural costumes and participate in festivities, such as Chinese New Year. At circle time children talk of "tomorrow" and "yesterday" in context and they are keen to identify the daily weather conditions.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children enthusiastically walk to the local parks every day, where they run freely with developing co-ordination. They swim once per week in the local outdoor heated pool and are gaining high levels of water confidence. The nursery garden provides a stimulating outdoor environment and the children use the climbing apparatus with confidence. They hop, jump throw, catch and kick balls with developing skill and their fine motor skills are encouraged through the use of small tools.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use leaves to print patterns, make faces from fruit and vegetables and experiment with sand, water, soil and grain. The graphics area is well resourced with natural materials, but remains mostly un-visited. Children use the role play area to act out real and imaginary experiences. They sing with gusto and are developing good rhythm technique. Staff seize opportunities to encourage colour and shape recognition and to engage the children in experimentation with their senses.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following;
- improve the use of assessment records by ensuring that steps to help children progress to their next stage are clearly identified, regularly reviewed and shared with parents
- promote awareness of the new graphics area to encourage children to use the resources to design and create independently
- provide opportunities for children to use their developing self help skills during meal times.

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.