

# Hatfield Peveral Nursery

Inspection report for early years provision

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**Unique reference number**

EY241972

**Inspection date**

17/09/2010

**Inspector**

Gill Walley

**Setting address**

Hatfield Peverel County Infant School, Church Road,  
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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Hatfield Peverel Nursery is privately owned and is one of three nurseries run by the same owner. It opened under the current management in 2002 and operates from three rooms within Hatfield Peverel Infant School. All children share access to a secure, enclosed, outdoor play area. The nursery also has use of the school hall and the adventure playground. A maximum of 42 children may attend the nursery at any one time. The nursery opens five days a week during school term times. Operating times are from 8am until 5pm.

There are currently 97 children from two to eight years on roll, some of whom receive funding for nursery education. Children attend for a variety of the sessions on offer. The nursery serves the local community and surrounding areas. The nursery supports a small number of children who have special educational needs and/or disabilities and children who are learning English as an additional language.

The nursery employs ten staff, all whom hold appropriate early years qualifications. It receives support from the local authority, the National Day Nurseries' Association, the Pre School Learning Alliance and the local cluster group. It works in partnership with the adjoining infant school. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hatfield Peverel Nursery is an inclusive nursery which meets the needs of all children well in a safe and stimulating environment. Procedures for supporting children are very good so that they all make good progress overall. The activities on offer enable children to learn well at their own pace. The nursery has an outstanding capacity to improve because the manager and her staff evaluate all aspects of the provision very carefully, and use their findings to bring about highly effective sustained improvements. Staff are encouraged and supported to extend their skills and engage in professional development by attending a very comprehensive range of training courses.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide children with more opportunities to develop their independent problem solving and numeracy skills.

## **The effectiveness of leadership and management of the early years provision**

The nursery is well led and managed and runs smoothly so that the atmosphere is calm and welcoming for the children. The staff are very experienced and work closely as a team. The nursery has sound procedures in place for ensuring the children's safety and security. All policies and procedures are rigorous, and are reviewed regularly with regard to parents' views. New staff are vetted thoroughly, visitors sign in and the main gate is always locked. The manager checks the premises daily and assesses the risks of activities such as nursery visits to the village. Parents feel that their children are safe and secure in the nursery as staff are fully trained and understand the safeguarding procedures in place. When children need to be given medicine or have an accident there are good procedures for keeping parents informed and all staff have been trained in first aid. The children practise fire drills so they know how to leave the building in an emergency.

The management and staff are committed to improving all aspects of the provision and a key strength of the setting is the highly focused and very rigorous self-evaluation system. There have been significant improvements since the last inspection; for example, staff have made excellent progress towards improving the learning environment. Children now use two classrooms instead of one, which enables older and younger children to learn at their own level, and also to have more space for play. Staff's morale and commitment to embedding ambition is outstanding, and they ensure they meet regularly to thoroughly evaluate the provision. They have very recently established a system for recording the children's progress in more detail so that the key workers will more easily identify the next steps each child needs to take in order to make further progress. This system also enables them to compare the progress of different groups of children, and to ensure that all children make consistently good progress in all areas of learning. The staff observe the children as they learn, and look specifically at how well they meet their individual targets.

The nursery is able to provide very good support for children who are learning English as an additional language or who may find learning more difficult. The staff have good links with other agencies which provide specialised guidance for them and for parents. The nursery works closely with the adjoining primary school, for example, by welcoming visits from the school staff and taking the children to the adventure playground. The nursery playground is adjacent to the area where the reception class play. This helps the children to settle very easily when they go to school.

Parents feel very involved in their children's learning so that they can support them at home because the nursery has fostered excellent links with them. The nursery staff know its families very well because the staff make home visits before the children join. Parents can always look at records of their children's achievements so that they understand the progress their children have made. Parents can talk to key workers at the beginning and end of the day so that they know what the

children have been learning. They feel that the children make good progress, especially in gaining confidence and their speaking. There are notice boards displaying useful information about local services which parents may find helpful. Parents are given questionnaires from time to time because the manager values their views about the nursery's provision and procedures.

## **The quality and standards of the early years provision and outcomes for children**

The provision in the nursery is good and the classrooms are well-equipped with a wide range of good quality equipment which helps children to develop in all areas of learning, although there are limited opportunities for them to develop their independent skills in problem solving and numeracy. There is good provision for children's language development. For example, the youngest children talk about a new sound each week, and bring in items from home to share with others. Older children learn their sounds and to write their names. There are construction kits, puzzles and materials for creative tasks such as painting and collage. Resources are well labelled and easy to reach so that children find what they want to play with and help to put it away afterwards. Children enjoy books and listening to stories. They develop their early writing skills, and they learn how to use a computer. They develop their imagination through role play and dressing up. The outdoor learning area is small but provides the children with many opportunities including growing vegetables and learning about gravity. Some toys are particularly appealing to boys, such as tools for a building site. The children sometimes look after giant snails and they make bird feeders to hang in the garden. They explore textures by looking at natural objects such as cones and twigs through magnifying glasses. They develop good physical skills by riding bikes, crawling through the tunnel and climbing. The children also benefit from important lessons about the wider world through interesting visits, for example, to the village church.

Adults question children carefully and encourage them to solve problems and to do things for themselves. They pour their own drinks and prepare their fruit at snack time. The children behave extremely well and adults are good role models for them. The children are happy and polite. They play well together and share their toys. They enjoy talking to visitors about their learning. Children's understanding about equality and diversity is excellent because they learn about other cultures by celebrating special times of the year such as Diwali and Chinese New Year. They also learn about other countries and customs, and are encouraged to talk about their own experiences of the wider world by discussing their holiday destinations, such as Africa. They play with multicultural toys, books and dolls. They also play with toys which, along with the positive attitudes of the staff, help them to develop an outstanding sense of equality. The children can explain the importance of healthy eating because they have an outstanding appreciation of the importance of a healthy lifestyle. They have good table manners at snack and lunch times, and are well behaved and enjoy talking about the vegetables they grow and taste. The children who attend the breakfast and after school club enjoy very nutritious meals. The setting also helps the children to learn about road safety by providing toy cars and a road mat, and staff reinforce children's knowledge as they discuss

the importance of responsible behaviour. Children also clearly understand why they need to wash their hands after play. Children at the nursery develop very good attitudes for their future learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met