

# Hamp Infants School - Hamp CC Nursery

Inspection report for early years provision

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EY362609

**Inspection date**

22/11/2010

**Inspector**

Rachael Williams

**Setting address**

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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*.

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## **Description of the setting**

Hamp Infants Children's Centre Nursery is managed by the board of governors of Hamp Infant School, Bridgwater . It opened in 2007 and operates from a baby unit within the Children's Centre alongside the local authority nursery. The nursery includes a kitchen and personal care facilities. The nursery is open each weekday from 8.00am to 5.30pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register for a maximum of 14 children, aged from birth to under three years old. There are currently 75 children on roll. The nursery currently supports a number of children with special educational needs and/or disabilities and those that have English as an additional language.

The governing body employs two part-time day-to-day managers with level 3 early years qualifications to manage the unit. They are supported by a qualified teacher and three practitioners who have level 2 or above early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Practitioners establish positive and caring relationships with the children and their families to ensure that their needs are routinely met by dedicated staff. Children make good progress in most areas of their learning as they are fully involved in making decisions about their play. Children's welfare is promoted well. Effective links have been established with key agencies and early years professionals to ensure continuity in children's care, learning and development. A strong management team ensures that effective steps are taken to improve the provision and outcomes for children.

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

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

- ensure monitoring systems are used effectively to influence future planning, especially with regard to activities to promote problem solving, reasoning and numeracy.

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

Robust systems have been established to ensure children's welfare is safeguarded. For example, rigorous arrangements have been established to ensure children are

cared for by suitable practitioners who are effectively recruited and inducted into the early year's provision. Excellent arrangements have been established to ensure all staff have relevant training regarding child protection issues which is regularly updated. Key staff have excellent knowledge of safeguarding issues and work closely with key agencies to fully support the children in their care.

Rigorous risk assessment procedures ensure children are cared for in a very safe and secure environment which meets their individual needs. Children relish the opportunities to explore the play space independently for instance, making choices as to whether to play inside or out in a well-equipped learning environment. Practitioners are devoted to promoting children's safety and encourage them to be safety conscious as they explore new equipment such as, rocking horses and balance beams. Practitioners are very effective in their deployment and efficient organisation of the space to ensure children's safety and engagement in self-chosen activities. Consequently, children thrive in the well-organised environment. The senior management team take well-considered steps to ensure resources and the environment are sustainable.

Practitioners work well in partnership with parents and other early years professionals to ensure that the needs of each child are met. For example, through flexible settling in arrangements staff ensure they are aware of children's backgrounds, starting points and care requirements. An inclusive environment is provided so that all children are supported in their care, learning and development. The use of a recognised sign language ensures that children develop good communication skills, for instance, children confidently identify routines through the use of visual reminders. Through monitoring systems the practitioners are currently developing systems to respond to the diversity within the nursery such as, appropriate dual language labelling. Parents and carers are provided with good quality information about the early years provision within the Children's Centre. For instance, regularly reviewed and updated policies and procedures are readily available. They are well informed about their children's achievements and progress through daily discussions and more formal parent evenings where parents are able to contribute to children's learning and development. Very good transitional arrangements between the Children's Centre and the infant school ensure children have a good sense of belonging and are confident within their environment.

Senior management have an accurate understanding of the strengths and areas for improvement in the early years provision. For instance, through relevant self-evaluation systems which monitor the impact identified actions have on the children such as, the well-chosen and carefully planned development of the outdoor area into an adventure garden to promote healthy lifestyles. On the whole, recommendations raised at the last inspection have been addressed, consequently outcomes for children have improved. The new staff team have a common sense of purpose to promote children's welfare and to encourage good progress in their learning and development. Senior staff have high aspirations for quality which is evident in the smooth running of the provision and the establishment of systems to ensure ongoing professional development.

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

Children make good progress towards the early learning goals in most areas of their learning. The organisation of the day encourages the children to confidently explore their environment and to engage in activities independently and as part of a group. For example, children thoroughly enjoy a group music time where they are able to select favourite songs and action rhymes to sing together. The use of a recognised sign language and props support children's understanding as they listen and respond to the songs. Children are further challenged in this activity as they accompany the songs and rhymes with a range of musical instruments. One child explores sound competently and responds to the noise. For example, he spins the discs on the tambourine to compare sound.

Children are active learners. For example, a toddler thoroughly enjoys exploring a cardboard tube. First of all he prods objects with it and then he realises it has a hole through it and uses it like a telescope to further explore. He shows excellent spatial awareness as he manipulates the tube through a small hole. Children are inquisitive for instance, a young child selects a torch. He competently shows an adult how he can make it shine on the wall showing good fine motor skills as he switches it on and off. He shines it on some holes in the wall and comments, 'oh dear'.

Practitioners are developing good understanding of the Early Years Foundation Stage curriculum and are effective in planning appropriate activities according to children's capabilities. Children benefit from a broad range of activities which address their learning priorities as identified by pertinent observations. However, the system to monitor these observations has not been fully implemented. For example, the review of the aspects of learning exhibits a gap in counting and calculation activities; this has not been addressed in planning activities therefore, children's progress in problem solving, reasoning and numeracy has not been fully assessed.

Children are aware of their own personal needs. For example, realising that it is cold outside, a young child asks for help to put his fleece on. Another child asks for more fruit at snack time as she is hungry. Children enjoy a sociable snack-time where all children are fully supported and included through the use of appropriate seating and interaction by staff. Children thoroughly enjoy the frequent opportunities to be outside and active in the garden. For example, children push and pull equipment well such as, a wheelbarrow, pushchair and a wheelchair as they create pathways. Through gardening activities and focus weeks children have very good understanding of healthy eating.

Most staff have an appropriate paediatric first aid qualification therefore, minor incidents are dealt with promptly to ensure children's well-being. The first aid box is readily available, fully stocked and monitored effectively to ensure safe and hygienic resources and equipment are available. Robust systems ensure that medication is administered efficiently with appropriate consent from parents. Children benefit from stringent hygiene routines for instance, shoes are removed

when entering the setting to ensure the well-being of crawling and the non-mobile babies. Staff are excellent role models with regards to hand washing and support children to use running water and soap to clean their hands. Excellent nappy changing procedures ensure children's hygiene. Staff continuously communicate with the children as they are changing nappies and are mindful of their stages of development coaxing them to take the next step for instance, to use potties.

Children benefit from a very secure environment. The school and Children's Centre campus is fully enclosed with key pad entry to the main buildings and to the nursery. Excellent supervision is observed and high ratios are maintained throughout the day. An intercom system is installed in the room to ensure valuable communication in an emergency. Children are encouraged to be aware of their own safety for instance, through the organisation of the room so that children are able to move freely and confidently. They are able to take safe risks under close supervision for instance, when using a variety of tools with the clay and when ascending and descending the steps to the ramp. All outings such as, visits to local shops, are fully risk assessed to maintain children's safety.

Children have an excellent sense of belonging. Personal passports are established with contributions from parents and children such as, personal belongings and photographs which can be used to comfort the child or to explore communication skills in a show and tell session. All outings such as, visits to local shops, are fully risk assessed to maintain children's safety. Children thrive in the loving relationships established with the team of staff.

## 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	2

### 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	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

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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	1
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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