

The Nightingale Nursery at Hampshire Collegiate School

Inspection report for early years provision

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Inspector

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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

Hampshire Collegiate School has been established since 2005 following a school merger. It is registered with the Department of Children, Schools and Families as an independent school and has charitable status. The school is situated in purpose built accommodation on the historic estate of Embley Park near to the town of Romsey in Hampshire. Children attend from a variety of backgrounds within a wide catchment area. There is an extensive school bus network stretching from Winchester to Southampton, the New Forest and to Salisbury. The Nightingale Nursery at Hampshire Collegiate School re-registered in 2010. The nursery has use of two rooms within the school and a variety of fully enclosed areas for outside play. The nursery is registered with Ofsted on the Early Years Register for eight children from the age of two to three years; however children can attend the nursery and school until 18 years of age. The head teacher of the junior school has overall responsibility for the management of the Early Years department. There are currently two members of staff who work in the nursery. The nursery is open weekdays 8am to 6pm for 48 weeks of the year. Children can attend for full or part time sessions. There is currently one child on roll from the age of two to under three years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy excellent experiences within an extremely well organised and varied environment ensuring that most of their needs are well met. The nursery school staff and management embrace every child who attends and children demonstrate high levels of confidence and a keenness to learn. They take part in a wide range of enjoyable and stimulating learning experiences and make excellent progress in all areas of learning. The whole staff team continually reflect on their practice, implement changes and ensure that continual improvements are made in every aspect of children's care and learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency treatment or medical advice in the future. (Safeguarding and children's welfare)
- 10/01/2011

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

- formalise the key person system to further enhance the sharing of information about children's learning and development with parents and carers.

The effectiveness of leadership and management of the early years provision

A comprehensive range of well written school policies and procedures and accurate completion of most records ensures children's needs are well met and that they are effectively safeguarded. A separate early years policy successfully feeds into all school policies and procedures to further protect the younger children in the nursery. Excellent attention to settling children in and supporting them well at times of transition ensure that children are confident, secure and have high levels of self-esteem. Children's health and safety are assured as management implement robust policies and procedures. These are shared with all parents although written parental permission is not requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency treatment or medical advice in the future.

A well established team of staff who are very well supported by strong leadership and management, continually strive for improvement through comprehensive self evaluation. Excellent links with the local authority and other providers, the sharing of expertise and frequent uptake of training opportunities ensures outstanding outcomes for all children.

The nursery is very well resourced and children have access to a varied environment, both indoors and outside in the school grounds. Children are encouraged to be independent learners and all resources are labelled and easily accessible. Activities are differentiated according to ability and staff make regular observations and assessments of children's learning to ensure that planning reflects children's abilities. Staff engage enthusiastically and sensitively with children encouraging them to think and work out their own solutions. Effective multi-agency working ensures that all children's needs are well met.

The nursery welcomes all children and is able to provide the appropriate support for children with special educational needs and/or disabilities and those who are learning English as an additional language. Good links with parents ensures that they are provided with a considerable range of information about the nursery and their child's progress, via a handbook, access to a website and daily feedback from staff. Staff and management have identified a need to formalise the key person system to further enhance the sharing of information about children's learning and development with parents and carers.

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

Young children play and learn in a very busy and productive atmosphere and develop an excellent sense of belonging and are gaining in confidence. They have easy access to the high quality play resources and benefit from frequent opportunities to 'free flow' between the indoor and outside environments. Children settle extremely well and quickly learn the daily routines of the session. They play enthusiastically and purposefully, confidently making choices as they move between the clearly defined learning areas. All staff are excellent role models, taking a positive and consistent approach and ensuring that children feel safe and secure. Consequently, all children are beginning to learn to interact well with both staff and their peers.

Staff strike an extremely effective balance between adult-led and child-initiated and indoor and outdoor activities. They encourage children to be active learners and to play with a purpose. Staff deploy themselves very well and are always available for children if they need assistance or help. Children benefit from clear boundaries and the strong emphasis on their individual learning needs. They talk with staff and their friends about their families and pets and are learning to share, take turns and to play together.

Children are developing very healthy lifestyles as they play outdoors using the trikes and scooters. They all have splash suits and Wellingtons to enable them to make the most of the outside environment in all weathers. Children are all provided with balanced, nutritional meals and snacks which accommodate any allergies or dietary needs. They take part in circle sessions when they talk about staying safe. They are reminded not to run indoors and to tidy away the toys so that others do not trip over them. Visitors to the setting such as a nurse and fireman reinforce the messages of keeping healthy and safe. Younger children have fun making sand castles, painting and completing puzzles. They confidently join in group games and enjoy the company of their peers, developing many skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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