

# Shepherds Hill Nursery

Inspection report for early years provision

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**Unique reference number**

EY335953

**Inspection date**

18/01/2011

**Inspector**

Katie Dempster

**Setting address**

Shepherds Hill House, Northwood Road, Harefield,  
Uxbridge, Middlesex, UB9 6PT

**Telephone number**

01895 825732

**Email**

**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**

Shepherds Hill Nursery was registered in 2006 and is run by a private provider. The setting operates from Sheppard's Hill House in Harefield in the London borough of Hillingdon. There is access to a purpose built timber classroom, a secure outdoor play area and large woodland surroundings. The nursery provides a service for children from the local and wider community. The setting is open each weekday from 8.00am to 6.00pm all year round except Christmas and bank holidays.

It is registered to care for 20 children in the early years age range and there are currently 32 children on roll. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 5 full-time staff and 1 part-time member of staff. Of these, all members of staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children have tremendous fun as they play and learn in the safe, inclusive and wonderfully inspiring environment. The uniqueness of the setting through the exceptional outdoor environment combined with the ideally-sized group, provides both warmth and security for settled indoor play and vigorous and energetic activities when outside. Robust self-evaluation promotes ongoing improvement resulting in a service which is constantly evolving to meet the changing needs of its users. Positive partnerships with parents and carers along with effective communication with other professionals support the staff to provide co-ordinated and consistent care.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to promote personal and professional development of the team of already highly skilled and qualified staff

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

Staff have an excellent awareness of issues that may give rise to concerns regarding abuse or neglect, and they have a very good understanding of Local Safeguarding Children Board procedures for the protection of children. This is because all staff undertake safeguarding training, which ensures they are very confident in implementing the setting's own procedures in order to protect children in their care. Extremely effective leadership and management in the setting results in a confident staff team who work very well together to implement the requirements of the Early Years Foundation Stage. Employment procedures are robust and ensure all staff working with children are suitable to do so. Risk assessments and daily checks that support children's safety and well-being are excellent. All aspects of the setting are scrutinised thoroughly in order to identify and address any potential hazards. A major strength of the setting is the outdoor experiences offered to children, in particular activities based on the Forest School ethos such as nature trails and den building, and very thorough safety processes ensure children enjoy these without harm. These include teaching children simple risk management skills in order to learn how to conduct themselves safely. For example, children playing in the woodland area during icy weather identify that the surfaces may be slippery and they must be careful. All regulatory documentation supporting children's health, safety and well-being is in place and maintained very well. For example, thorough policies and procedures provide good quality guidance to staff, and information for parents.

There is a strong culture of reflective practice within the setting, and all staff are actively involved in monitoring the effectiveness of the provision. Self-evaluation processes involve parent's views, staff use their feedback to ensure plans for the future respect their views. For example, parents requested additional information regarding children's progress, staff implemented a new way of recording information in children's communication books to allow parents access to this information on a regular basis. Staff have a high drive for improvement, they speak with a great deal of enthusiasm and are very proud to be members of the team.

Partnerships with parents, carers, and others involved in supporting the needs of individual children, are excellent. Extremely effective information sharing ensures staff have a thorough understanding of each child's individual needs. Daily feedback provides parents and carers with information about children's achievements. Staff involve them in their children's learning through invitations to the setting to demonstrate new experiences for the children. For example, a parent from a family celebrating Diwali came in to talk about the traditions of the festival.

Staff have very good experience of working with other professionals to support specific learning and development needs. Key workers liaise with the area Special Educational Needs Coordinator (SENCO) and other professionals to maintain continuity of care. Furthermore, the setting provides essential resources and equipment to ensure all children's needs are met and they are comfortable and supported within the setting. Some children attend more than one setting that

delivers the Early Years Foundation Stage, and staff are proactive in approaching these and forming relationships to share relevant information that supports children's individual learning and development. Furthermore, transitional arrangements are very well organised for those children leaving to attend full time education.

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

Children's welfare, learning and development is supported extremely well. Children make consistently excellent progress towards the early learning goals, relative to their starting points, because staff make very effective use of their observations of children in planning activities that support their individual development. Children's preferred learning styles are identified and staff ensure that resources are organised very well to support these. For example, children's concentration is extended through the use of known individual interests during counting and other focussed activities. Children experience an excellent balance of adult-led and child-initiated activities, for example, staff plan very well to ensure that children develop a thorough understanding of the natural world and the rural environment in which the setting is based. Children's observations and interests have a strong influence on activities, for instance, children enjoyed watching workers in the next field laying new pipes in the ground and asking lots of questions about it, which resulted in staff sourcing a pipe for children to use in their outside area for them to pretend to be workers.

Children are curious, enthusiastic and play a full and active role in their learning. They are very confident communicators who are keen to share their thoughts and ideas. They are developing extremely good skills for the future, for example, they seek out resources independently which they feel will aid their play and exploration. Excellent use is made of everyday processes to enhance children's awareness of the wider world. They have links with another setting in Romania and make regular trips to the post office to send parcels and letters. Staff are creative in engaging children's learning through exciting activities, for example, children go on a number trail to find hidden numbers around the woodlands. The opportunities offered to children to enhance their knowledge and understanding of the world are inspirational. Children engage in sensational outdoor activities, for example, they help feed the many animals on site, dig for worms and other creatures, go on nature trails, have fun splashing in the puddles, they have watched sheep being sheered, visited by the local fire brigade and experienced sitting in a helicopter. These are just a few of the many superb experiences offered to the children attending the setting. Children are very well behaved and demonstrate an extremely good understanding of the setting's golden rules and expected codes of conduct that are based on safety and respect for one another. Social skills and good manners are modelled well by staff, who consistently praise and encourage children, supporting their developing self-esteem and personal confidence.

Health promotion with children is extremely good. Children are supported very well

as they learn the importance of personal hygiene and healthy lifestyles. For example, they explore the changes in their bodies after physical play and talk about the need to drink plenty of water to avoid dehydration. Clear sickness procedures that are shared with parents, combined with extremely good health and hygiene practice from staff, protect children from the risk of illness and cross infection. The setting promotes a healthy eating policy and ensures children are offered a good selection of fresh fruit at snack time. Lunch and dinner menus are carefully considered to ensure a balance of food groups and that met all children's dietary needs. Children very much enjoy meal times, it is a very sociable occasion and children are seen thoroughly enjoying the delicious meals.

## 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>	1
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>	1
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	1
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	1

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

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