

Hunnypot Corner

Inspection report for early years provision

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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

Hunnypot Corner Nursery is a privately owned nursery. It opened in January 2004 and operates from four rooms in a purpose-built building. It is situated in a residential area of Harold Wood in the London borough of Havering. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 18:00 and is open all year round apart from bank holidays. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

The nursery may care for no more than 26 children under eight years; of these, not more than 26 may be in the early years age group, and of these, not more than 6 may be under two years at any one time (Early Years Register, compulsory part of the Childcare Register) There are currently 41 children aged from six months to under five years on roll. The nursery does not provide overnight care. Currently the nursery employs 10 members of staff. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff and management provide good quality care and education and children are making good progress in all areas of their learning and development. Parents are kept well informed about children's progress, organisational issues, events and topics. The nursery works closely with the parents to ensure all children achieve well and their care and learning needs are met effectively. Each child is valued and respected for who they are which effectively promotes an inclusive environment. All children are becoming independent, inquisitive learners. The management team have a strong capacity to self-evaluate all aspects of the provision and strives towards constant improvement for the benefit of all users.

What steps need to be taken to improve provision further?

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

- further develop planning to include the learning intentions from regular activities
- provide children with opportunities to serve themselves at mealtimes.

The effectiveness of leadership and management of the early years provision

Safeguarding is given a high priority. Staff have a secure understanding of the reporting systems should they have concerns about a child in their care. Children

are kept safe when in the setting as comprehensive risk assessments have been conducted ensuring that all areas of the nursery are safe for children and adults. Good precautions are taken when away from the setting. All parents must give consent for their child to leave the setting for outings or trips. Therefore their individual wishes and concerns relating to their child can be met. All outings are thoroughly risk assessed before they are undertaken to ensure all potential risks have been minimised. Staffing levels at the nursery are good therefore children receive the support they need at all times. Staff know children well and understand what makes them unique and make sure their individual care and learning needs are met. Good recruiting systems are in place to ensure that the best person for the position is employed. Staffs' continuing suitability is promoted through appraisals and regular one to one meetings. Team meetings help ensure consistency and encourage team work. Policies and procedures are discussed regularly to ensure they are successfully implemented by all. There are good training opportunities therefore all staff are well qualified for their roles and responsibilities.

The partnership with parents is successful. Parents received lots of information on their child's progress and are encouraged to complete observations of their child's learning at home to help compile a complete picture of the child's learning journey so far. Good relationships have developed between the child's key person and parents. They share information each day and are invited to review their child's progress at open evenings. Parents are made welcome; a useful parent's area welcomes them when they arrive. An informative notice board gives them information on all areas of parenting and childcare. Photographs of the staff team help parents put a name to face. Parents can vote for the staff member of the month whose picture is proudly displayed for all to see. The setting promotes inclusive practice at all times. The staff know the children as individuals and are therefore able to support their unique learning journeys. Should additional help or advice be needed the nursery have formed useful relationships with a number of agencies involved in the support of children and families.

All the required documentation policies and procedures are in place and updated regularly. Observations and assessments are carried out often, so a continuing picture of children's individual progress is available. Children's next steps are identified and planned for. However, day to day planning is often a list of activities and the learning possibilities from the activities are not recorded meaning the incidental learning opportunities can be missed. Parents and students are not aware of the learning intentions from regular activities particularly in the outside play area.

Self evaluation is developing well. The management team has various systems in place to self-evaluate, staff and parents views are considered and together they have identified areas for development.

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

Children are welcomed into a friendly, warm environment where they feel safe and secure. They have caring, happy relationships with all staff. They are contented and active learners as they take part in a broad range of activities. A good range of resources encourages children to try activities and keeps them well occupied. Their individual interests are known to staff who plan activities around these interests which capture children's imagination and motivate them to learn. Babies and toddlers have resources at their level with mirrors and comfy cushions to make the environment more homely. Children understand what is expected of them and are well behaved and understand the boundaries. They know the room rules which are displayed in pictures on the walls and are encouraged to refer to them if need be. Star charts are used with the younger children to encourage acceptable behaviour and celebrate their achievements. Children have positive relationships with adults and they respond well to their involvement in their play. As a result, children's learning is enhanced by adults and they are able to concentrate and build on what they already know as they are encouraged to attempt more challenging tasks.

Learning is fun. Children build and construct aeroplanes and lollypops using old boxes and cartons, chattering happily as they stick on the tape and glue. They attempt to write their names on their work with some correctly shaped letters proudly showing their attempts to who ever is there. Season boards, festival boards and children birthday boards are kept up to date with examples of children's work and photographs. Children enjoy showing visitors examples of their art work which are displayed on the walls of the nursery for all to see. Children are encouraged to express themselves creatively using a variety of media and all their work is valued. Language is developed through conversations and answering questions. Children are given an understanding of numbers through practical activities. At circle time as children wait for their lunch they excitedly call out the number on the number card shown by the member of staff. Most can count to ten and above easily. They recognise numbers in the environment pointing to familiar numbers on the number line displayed at their level. They explore different cultures and festivals during times of celebration. Toys and resources show positive images of different gender roles and children with abilities different from the children's. Computers are used to help the children's understanding of information technology and build skills for the future. Even the youngest children use programmable toys as part of their daily routines. Lots of labelling of resources helped the children develop an understanding the print carries meaning. They are skilled at using books often reading familiar stories to their friends.

More able and the older children are confident in pouring drinks for themselves and enjoy sitting talking to each other and the staff as they have a snack. However, they do not serve themselves at meal times stifling their self help skills. Younger children are encouraged to feed themselves and to try new tastes under the observant eye of the staff who know all the children's individual dietary requirements. Children are beginning to learn about healthy lifestyles. They have adequate access to fresh air and exercise. In warm weather the doors are opened for a time during the session and children are able to wander between the

enclosed outside play area and inside activities whenever they want. Children's health is promoted as all staff are qualified first aiders therefore are able to respond appropriately if a child has an accident or becomes unwell while in the nurseries care. All children have their own bedding and children are encouraged to clean their teeth after their main meal. Babies are settled into their cots for a rest under the watchful eye of the staff as soft music plays. Their individual comforters are waiting for them in their cots.

Children feel safe and secure as they have good relationships with staff who know them well and can easily see to their needs. Children's independence is encouraged most can take themselves off to the toilet and know to wash their hands at appropriate times. Children talk about wearing the right clothing for the weather and are starting to put on their own coats collecting them from their own named pegs.

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	2

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

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	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	2
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