

The House That Jack Built Nursery

Inspection report for early years provision

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Inspector

Tina Kelly

Setting address

Building Research Establishment, Bucknalls Lane, Garston,
Watford, Hertfordshire, WD25 9XX

Telephone number

01923 664421

Email

nursery@bre.co.uk

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

The House That Jack Built Nursery was registered in 1993. The nursery was originally set up to provide care for employees of the Building Research Establishment (BRE Ltd) in Garston, Watford, Hertfordshire. It is managed by a committee made up of BRE staff, parents and the two nursery managers who job share. The setting operates from a self-contained unit within the grounds of the BRE site in Garston, Watford, Hertfordshire. There is a fully enclosed garden for outside play. The nursery serves staff working for BRE and the wider community.

The nursery is registered on the Early Years Register to provide care for a maximum of 24 children in the early years age group. There are currently 31 children on roll aged from six months to five years. The nursery is open each week day from 8.00am until 6.00pm all year. They are closed for one week over Christmas and the New Year and other 'bank' holidays. Children attend for a variety of sessions throughout the week. The nursery supports children with learning difficulties and /or disabilities and also supports children who have English as an additional language.

The nursery employs two managers who job share. They are supported by nine permanent members of staff and two bank staff who come in when needed. Ten staff hold appropriate early years qualifications. There are designated staff for safeguarding and a Special Educational Needs Coordinator (SENCO). A nursery cook is also employed.

The nursery completed the Herts Quality Standards accreditation in 2003, they renewed the accreditation in 2007 and are currently working towards maintaining the certificate of quality. The setting is a member of the National Associations of Day Nurseries and receives support from Hertfordshire early years support team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery staff have a good understanding of how children learn. As a result they are effective in promoting the children's welfare, learning and development. Toys and equipment are of good quality and readily available. Some of the information gained from the observations on the children's learning is used in future planning. Some areas of the nursery are not effectively included in the planning. Effective documents for the well-being of the children and the smooth running of the setting are in place. Parents are kept well informed about their children's daily routines. The management team have established an evaluation process to review their practice, identify areas for improvement and to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- review children's records of achievement to ensure they show the children's starting points so planning for the next steps in their learning is effective
- ensure planning for the outside areas is consistent and matched to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's health and well-being is effectively promoted through good practice and effective policies and procedures. Children are safeguarded as all staff have attended safeguarding training. Information from the Local Children's Safeguarding Board is readily available for parents. Comprehensive risk assessments are in place and regularly reviewed by the management committee to ensure the children and site are secure. A review of the risk assessment has prompted the nursery to provide a specialist evacuation cot for the younger children in the nursery. This ensures children can be evacuated quickly to a safe play in the event of an emergency. Daily risk assessments are carried out through the nursery to identify and minimise any potential risk to children.

Children's health and well-being is of high importance. Staff are vigilant in regards to health and hygiene procedures. Children are well supported in their teeth cleaning and hand washing routines. Babies always sleep in the same cots and they have their own named chairs so they have a strong sense of belonging. A healthy lifestyle is promoted through the routines and activities provided. Home cooked meals are provided by the nursery cook on site. This introduces children to healthy options and new food experiences at snack and meal times. Children with dietary requirements have their needs well met. All staff hold a first aid certificate for babies and are able to deal with anaphylaxis shock and the use of an epi pen. Children enjoy their meals. They are encouraged to collect their own cutlery and cups and to assist in serving at the table. Vegetables grown in the nursery garden are used in meals for the children.

The nursery is well laid out enabling children to make independent choices about their play. The areas in the baby and preschool rooms are used effectively throughout the day. Older children may use areas within the baby room for small group play. Babies are frequently taken to the preschool room to share in events and activities to introduce them to the larger areas of the nursery and to interact with the children. Babies feel secure as they show great confidence as they move freely around with the older children. The garden provides several different interesting and stimulating areas for the children to play and explore. The free-flow access to the garden is well managed. Children are confident in asking to go out to play in cold weather. Their outdoor clothes are set next to the garden door. Staff respond immediately to the children's request to go out to play. They ask if they would like to take extra toys out and ensure the children have the resources to extend their play and learning experiences. The older children are beginning to understand about the impact of their actions and play on other children playing

nearby. Staff are good role models, good behaviour is praised. Clear boundaries are in place as children are learning to tidy up, not to tread on toys and to share and take turns. They are developing skills that prepare them for their future learning and new experiences.

Parents are kept well informed about their children's progress and care routines through the daily report sheets. Further detail in the weekly diary is provided by key workers and outlines the experiences and activities the children have enjoyed. Parents have opportunities to reply and keep the nursery informed about activities and events at home that impact on their child's day at nursery. Day to day information is on display around the setting. The nursery regularly uses email to share newsletters, the parent questionnaire and generally updating detail and information. Parents are involved in fund events throughout the year. A recycling project has raised money to enable the nursery to improve resources in the garden. There is a strong sense of belonging for both the children and their families. The nursery has established good links with learning support teams to ensure children's individual needs are identified and their needs met. Professional development workers are welcomed to the setting to support all aspects of the children's care and learning. The setting provides an inclusive setting where all children and their families are valued

The two managers work extremely well together with clear roles and responsibilities. The nursery has established an effective evaluation process that identifies areas of the setting that are working well and identify areas to be developed. The response from regular parent questionnaires is fed into the process to ensure parents views are taken into account. The latest questionnaire also includes comments from the children about what they enjoy and ideas for new activities and events. As a result of this process the setting continually reviews their practice and identified areas to be improved. This enables them to promote continuous improvement throughout the setting and to ensure good outcomes for all children.

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

Children are happy and settled within the setting. They are able to freely access a range of resources from around the play rooms. Storage and space within the nursery is limited. Staff have worked hard to create a laminated book of the toys and games that are available but not stored in the play room. Children are encouraged to make choices from the book. Staff can collect their choice of toys from storage around the nursery building. This is a very effective way to provide children with a wider range of play experiences throughout the day. Laminated pictures of the day's routines are also on display. These can be used for children with limited vocabulary to show them what is going to happen next and to support their language development. The routines and resources give children many opportunities to explore, investigate and solve problems for themselves. Weekly French sessions are a popular part of the children's routines, they are beginning to count and understand the difference in speech and language of other cultures. The designated areas of learning work well. Imaginative play is well resourced, staff

become involved to extend and promote the children's play ideas.

The well qualified staff team have a good understanding of how children learn. There is a good balance of child-led and adult-initiated play that is shown in the planning. Children's achievements and progress are recorded in the weekly diary and their learning journey books. However, some aspects of the children's records such as their date of birth and starting points are not used effectively. This means that the planning for the children's next steps is not effective.

The garden is an excellent resource for the setting. The development of a designated baby area has been planned for, as it was highlighted in the review process. Photographs show children involved in the vegetable garden during the summer. A group of parents and carers help the children and bring new skills to the setting. The covered area provides both sun shade and protection from the rain so children can play out in all weathers. The outside play area is well resourced. However, planning and observations of the children's learning are not systematic and are not linked to the areas of learning for this important aspect of the nursery provision.

Children are keen and attentive learners. Their skill in using the early years programmes on the computer is good. They show great concentration, they are beginning to take turns and to help each other. Counting and problem solving is brought into the children's play and daily routines by the staff. They ask the children 'how many, do we need more, is that enough?'. The language is consistently supported by staff who remind the children to speak clearly. They reinforce good grammar and introduce new words and phrases, both as part of the planned activities and in spontaneous play. Children are making good progress towards the early learning goals. Children play well together, they are curious and inquisitive learners. All children receive an enjoyable experience across all areas of learning which ensures they have the skills to promote 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

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