The Hamptons Day Nursery

Inspection report for early years provision

Unique reference number	EY153002
Inspection date	01/02/2011
Inspector	Doreen Forsyth
Setting address	21 Howard Close, Hampton, Middlesex, TW12 2UB
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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

The Hamptons Day Nursery is one of two privately owned nurseries. It opened in 2001 and operates from the proprietor's house. There are two play rooms and access to a secure enclosed outdoor play area at the front of the property. The nursery is located in Hampton, Middlesex and is near to local transport links.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for up to 24 children in the early years age range. Currently there are 35 children on roll, of these 14 three and four-year-olds receive government funding for free nursery education. The nursery is open each weekday from 8:00 until 18:00 for 51 weeks of the year. Children attend for a variety of sessions.

There are 11 members of staff working with the children, of these eight hold a relevant early years qualification at level 2 or above. The nursery receives support from the local authority .

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

At the Hamptons Day Nursery the children thrive in the very welcoming, attractive and stimulating environment that is offered. All the children are valued and recognised as unique; the nursery welcomes all children regardless of their ability or background. Overall, the staff strive to ensure the children's well-being is promoted that their and individual needs are well met. Through a wide range of well-planned and interesting activities the children make good progress in their learning and development. The staff and owner of the nursery have an accurate understanding of the strengths and any areas for improvement in their nursery; they are continually striving for improvement.

What steps need to be taken to improve provision further?

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

- always ensure that hazardous materials are kept away from the children
- further review the organisation of lunch times to ensure all children are well supported and are helped to enjoy their meals in a calm and well-organised manner.

The effectiveness of leadership and management of the early years provision

The nursery is well organised, all the policies, procedures and records that are necessary for the safe and efficient management of the Early Years Foundation Stage and to ensure the children are safeguarded and their needs met are well implemented and effectively shared with parents. All of the suitably qualified staff have been vetted to ensure their suitability to work with children; any unvetted adults are not left unsupervised with the children. Comprehensive child protection procedures are in place; the staff understand their responsibilities in protecting children and are confident in the procedures they must follow if they have any child protection concerns. The children's safety and protection is of paramount importance in the nursery.

The children that currently attend the nursery come from many different backgrounds; they are all equally valued and welcomed. The nursery endeavours to ensure inclusive provision. They work in partnership with parents who are kept well informed of their children's progress and well-being by the use of daily diaries, through regular keyworker meetings and via the e mail newsletters. Staff exchange informal information about the children's day with parents after the sessions. The staff at the nursery are aware that it is important to work closely with any other providers or professionals that are involved with the children to promote the continuity of care and ensure that the children's welfare needs are met

Children use two very well resourced playrooms and the attractive gardens at the front of the nursery. They have access to a wealth of interesting resources and equipment, with an emphasis on the children using natural materials such as pasta, logs and sand. The staff risk assess the nursery and gardens well, and have identified and minimised most potential hazards to the children; however, two children were allowed to use a cleaning product that should be kept out of children's reach when helping to prepare the tables for lunch.

All of the staff team are encouraged to contribute to the self-evaluation processes that are used to monitor the nursery's progress and improvement. Parents and children are asked about their views on the quality for the provision. At the inspection the children when asked what they like about the nursery said they like playing outside and using the Chinese restaurant. Improvements since the last inspection reflects the staff's and management's aim to continually secure future improvement.

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

Children enjoy the wealth of worthwhile activities that the staff plan for them both indoors. The children are very happy and confident in the very relaxed and comfortable nursery environment; they make good steady progress towards the early learning goals through the many age - appropriate activities that the staff

plan. Outside they enjoy constructing and rebuilding climbing and balancing resources which encourage their physical development and skills. Although the garden is quite small the staff use it to its full potential with growing areas, piles of logs to attract 'minibeasts' and a covered sand pit which the children enjoy exploring with bare feet. The staff have recently introduced a new method for observing and monitoring the children's progress. The keyworkers record the children's activities and interests and these observations are then used to plan activities that will help the children onto the next steps in their learning for the following week. For example, if the children show a particular interest in a theme or topic; recently it was 'pirate's ships' staff will build on this to enhance and encourage the children's learning through these interests.

The children are learning well about healthy lifestyles. At the well organised morning snack-time the children enjoy choosing there own fruit and then cutting and peeling it. Their independence is encouraged as they pour their own drinks and clear away when they have finished. The children understand they must wash their hands before eating 'because of germs' and a four year old was able to explain to the member of staff that oranges are good for you because they contain vitamin C. The children have good opportunities for fresh aid as they can freely access the garden for most of the day; the babies are taken outside or go for walks locally. A visiting teacher provides a 'yoga bug' session each week. Younger children use sleep mats to rest after lunch and a sleep basket and travel cots are used during the day for the babies' naps. The nursery provides balanced and suitably nutritious meals for the children; but the managers should review the organisation of lunch times because the children are not always adequately supervised and some require more assistance to ensure they eat their own food and can easily manage the food they are given. Children's special dietary requirements are always noted and adhered to.

The children are learning well about keeping themselves safe. Visitors into the setting talk to the children about road safety and they regularly practise how they would evacuate the premises in an emergency. All of the children are developing some of the skills they will need for their future learning. They progress well in communication and literacy skills, they talk with confidence and enthusiastically listen to and join in stories. They have good opportunities to develop communication and technology skills using the nursery laptop and digital camera. Babies are actively encouraged to explore their surrounding and all the toys and resources; they explored and tasted cooked spaghetti with great interest. Children are encouraged to work together, to share and take turns. They behave well and are very independent. Even toddlers are able to put on their own aprons for water play. They sometimes have disagreements, but are learning to resolve these themselves. The older children take great pride in helping the younger ones, for example, by taking them to the bathroom and helping them to wash their hands. Through the resources they use and activities the staff plan, such as the role play area Chinese restaurant, the children are beginning to value diversity and to learn about the wider world.

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

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:	Not Met (enforcement)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.