

Heather Rabbit Nursery

Inspection report for early years provision

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Inspector Tracy Bartholomew

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Heather Rabbit Nursery opened in 1985. It is privately owned and managed and operates from the owner's private house. It is located in a quiet rural location in Nately Scures, near Hook, Hampshire. The nursery serves the surrounding villages and towns. Children have use of the main playroom and various secure gardens, with occasional use of two sitting rooms and conservatory.

The nursery is registered on the Early Years Register to care for 20 children. There are currently 47 children aged from three to five years on roll. This includes 39 funded three and four-year-olds. Children attend for a variety of half and whole day sessions. The group opens five days a week for 38 weeks a year, during term time, offering a variety of flexible care sessions.

The owner/manager employs eleven full and part-time staff to work with the children including bank staff and a music teacher. The owner/manager and seven staff are qualified in early years to National Vocational Level 3 and above. The children have access to the nursery pets, which are a pony, rabbit, guinea pig, birds, a cat and the family dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children eagerly take part in an inspiring and versatile range of stimulating activities and play experiences. These purposefully extend children's learning and development to enable them to exceed well, overall. Children make significant gains in relation to their starting points. Safeguarding procedures are robust and children's welfare requirements are met to a high level. The staff build excellent partnerships with parents and very good links with other professionals; this helps them to gain an in-depth understanding of children's individual needs, which they meet exceptionally well. The setting appraises their work accurately and undertakes regular training; consequently, they are exceptionally well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- exploring additional ways in which children's progress in their learning can be shared with other setting that they attend

The effectiveness of leadership and management of the early years provision

The setting safeguards children extremely well; they implement and maintain effective risk assessments, as required, in order to preserve children's well being on a daily basis. All staff have an extensive understanding of their role. They are very secure in their understanding of child protection procedures, which enables them to follow comprehensive procedures if they have any concerns about a child. The management team have a robust recruitment process and all staff undertake comprehensive safeguarding training as part of their induction. The staff are very well organised. They use pictures, questions and role play to extend children's understanding of their own safety and as a result children recognise potential hazards and dangers; for example, when using the real life work tools.

Staff are extremely knowledgeable with ample experience. They are exceptionally well placed to promote children's welfare, learning and development highly effectively. They manage time efficiently, so that all children receive a delightful and inspiring experience of the Early Years Foundation Stage. They are creative and enrich children with the versatile ethos of outside play, which enables all children to be individuals and excel within a tailored learning environment. The staff are proactive; they reflect carefully and thoroughly on their practices and as a result make accurate decisions on future improvements and events.

An exceptionally wide range of high quality resources support children's learning and development extremely well, overall. The staff use resources imaginatively to extend children's development. Outside play is highly promoted in all weathers to maximise children's learning. The setting has a wealth of resources that promote learning opportunities throughout the day, including many that help children learn about ethnicity and diversity. Planning stems from children's interests and the staff promote an inclusive environment for all children.

The nursery has an excellent partnership with parents. The setting clearly values parents' involvement and understands that parents are the child's first and most enduring educators. Parents note that every member of staff knows their children and greets them. At the door to the setting there are leaflets for parents, which detail how they can extend their children's learning at home and detailed documentation to show planning. This information is in addition to the many notice boards that comprehensively explain the Early Years Foundation Stage and how the nursery works. The nursery has developed very good systems for joint working with early years settings and professionals, however, they could extend this practise further to maximise the continuity of care for children.

Staff morale in the setting is exceptionally high and they show a confident commitment to sustainability. All staff contribute to plans to further enhance the quality of care and learning. Self-evaluation procedures comprehensively reflect practice within the setting. As a result, outcomes in children's achievement and well-being are exceptionally high.

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

Children are extremely secure and settled at the setting. They arrive confidently and are eager to explore, becoming enthralled in the exciting resources available. Children are confident in their environment and build exceptionally close bonds with peers and staff. Themes are very well accomplished and used to promote and maximise opportunities for children to learn and develop.

Throughout the setting children enjoy their learning and become absorbed in activities. The nursery manages the key person approach exceptionally well and children form close links with all the staff, especially their key person. These relationships give the children the confidence to try new things, such as learning to ride a pony and experimenting scientifically with water.

Planning is tailored to promote outcomes for all children. The staff are exceptionally skilled in ensuring planning meets the individual needs of children; this shows that staff understand the uniqueness of each child and how to support them on their learning journey, to ensure they achieve their full potential. For example, should a child show an interest in nurturing and planting their next steps will highlight the need to offer them further activities to develop this interest. This is then included in planning and the child is offered further opportunities to explore textures in the setting's garden. Staff are skilled and understand when to stand back and allow children space to develop their ideas. The children often invite the staff to get involved in their role play and all become absorbed in their play. Children play a dynamic role in their learning and are keen to offer their ideas. When listening to a story they will discuss what might happen next and why. All children are making good to outstanding progress in their learning and development.

Children enjoy an excellent and wide range of activities, which ensure they gain in confidence and become independent learners and achievers. Children can manage their personal care, helping themselves to drinks when thirsty and competently using a variety of tools and materials at snack times. Excellent organisation at circle time and story time in the woods ensures that stories and subject learning is appropriate for all ages. All children are actively involved, creative with their responses and listen attentively, which makes a superior and purposeful group time.

Children gain a clear sense of being part of a community and fund raise through sponsored events, such as walks or dressing up for charity. Children are taught how to keep themselves safe. Staff encourage them to think about possible hazards, such as pushing their friends on the slide. Tailor made activities are consistently on offer to promote children's understanding of how to remain safe; for example, pond dipping, camp fires in the woods and exploring with real-life materials such as wood, nails and hammers. Whilst gaining confidence and competence on how to keep themselves safe these activities also support the children in developing their understanding of problem solving, reasoning and numeracy.

Children's good health is promoted very successfully. They enjoy nutritious snacks and have excellent opportunities to learn about the importance of healthy eating. Staff are extremely vigilant in ensuring children develop good hygiene habits; as a result, children confidently explain about needing to wash their hands and do not need to be reminded. All children show a strong sense of security within the setting and behaviour is exemplary. Extremely positive relationships are developed within the setting and children thrive in an atmosphere where practice is exceptionally high.

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?	1
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	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

The quality of the provision in the Early Years Foundation Stage	1
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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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