

Hand in Hand Nursery at Newlands Children's Centre

Inspection report for early years provision

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Inspection date	25/03/2011
Inspector	Wendy Simmons
Setting address	Dumpton Lane, Ramsgate, Kent, CT11 7AJ
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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

Hand in Hand Nursery is a privately run nursery situated within a Kent County Council Children's Centre. The nursery manager and her team work collaboratively with all personnel within the children's centre. A qualified teacher is employed by the children's centre and supports the nursery for up to two days each week during term time. The nursery is on the same site as Newlands Primary School. Children come from the local area of Ramsgate.

The Nursery opened in 2006 and operates from three rooms in a purpose built building within the Children's Centre. There are also interconnecting toilet facilities, office space, a kitchen and other utility rooms. There are two separate outdoor areas, both are secure and supervised by practitioners, however one area is designated for the pre-school children and the other used solely by the babies and toddlers.

At the time of the last inspection, the setting followed the 'HighScope' approach to early education; this is no longer in operation. The nursery is registered on the Early Years Register. A maximum of 48 children within the Early Years Foundation Stage may attend at any one time. Within this, no more than 10 may be under the age of two. Currently there are six children under the age of two who attend and a total of 105 on roll aged from 11 months to under five years. A high proportion of children are in receipt of funding for the provision of free early education for two, three and four year olds. The provider also operates an occasional crèche for children whose parents are on the premises. The crèche is registered on the voluntary part of the Childcare Register.

The centre is open each weekday from 8am to 6pm for 48 weeks of the year. There is disabled access including toilet facilities. The nursery currently supports a number of children with special educational needs and/or disabilities. These children mostly have speech and language difficulties but sometimes children have more complex needs. Staff have a variety of special educational needs qualifications. The setting also supports a few children who speak English as an additional language. The nursery employs 16 staff, all of whom, including the manager, hold appropriate early years qualifications. Staff are, overall, very well qualified, with many working on additional qualifications. The nursery manager has a degree in Early Years Education and has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hand in Hand Nursery is a good and well run nursery that is successfully meeting the needs of the children in the Early Years Foundation Stage. The care and welfare are outstanding. Children learn and develop well. This is because staff are caring, relationships are very good and children are helped to learn effectively.

Children do well in gaining new skills and knowledge, especially in their personal development. They feel exceptionally safe and parents and carers agree. There is a good capacity to maintain continuous improvement. Managers are very clear about the priorities for development.

What steps need to be taken to improve provision further?

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

- increase opportunities for writing, including greater use of letters and sounds in structured sessions and when situations spontaneously emerge for this within children's play and investigations
- build on the good start already made to develop the way that adults assess, check and track children's progress in learning new things

The effectiveness of leadership and management of the early years provision

Managers show clear vision and effective evaluation about the work of the nursery, the manager and staff are always ambitious to do the best for the children and go about their work with immense enthusiasm and commitment. As a result of effective leadership, the provision is good and this ensures that the needs of the children are well met. Notable strengths include the exceptionally rigorous safeguarding procedures. Following a review, when the manager joined the setting in June 2010, there has been considerable additional training for all staff. This has resulted in raised awareness about child protection and safeguarding procedures. Rigorous checks are in place when recruiting staff. The building and equipment are very safe reflecting the outstanding attention to risk assessment and security procedures. Excellent attention is paid to the medical needs of the children. The case studies seen demonstrate how the manager and her team show an impressive degree of knowledge about systems and procedures that facilitate exemplary care and also demonstrates the well developed links with other agencies.

The sample of parents and carers seen value the nursery. Parents and carers confirmed a good working partnership. This is supported by the informative news letters and regular questionnaires. As one parent noted, 'They fit around the child, and go to so much effort to note things down and tell you what they have been doing in the learning journals'.

Managers and staff go out of their way to deploy resources effectively to ensure that all children are treated equally. For example, those with special educational needs and/or disabilities are helped to do well. Resources for children who speak English as an additional language have recently been increased considerably; as a result the promotion of diversity is more highly promoted. This aids all children's

wider cultural awareness well. The setting uses its resources purposefully to ensure that all children thrive.

Managers have improved the self-evaluation process, so that it is good. Following a complete audit of provision, methods of planning have altered to develop children's learning more from session to session. Action against the former key issue for improvement led to a complete change in the curriculum. As such, the setting is no longer using High Scope but focuses now explicitly on the Early Years Foundation Stage Curriculum. Currently, leaders are working on a project to improve how they check children's progress. As a result, the way that they track children's progress is rapidly improving. However, there is still more to do in order to make it as accurate and useful as possible.

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

The nursery provides an environment where children develop as unique individuals and where equality and diversity are well promoted. Adults ensure that children receive the support that they need. Those with speech and language difficulties are carefully supported with close links to healthy professionals. Those who are learning English as an additional language are given the opportunity to share their home languages while also acquiring spoken English well. As a result of the good help and support given by the adults, children develop independence, confidence and are often show self motivation to try new things. Effective teaching and learning leads to children making good progress in gaining the skills that they need for the future.

Children enjoy having fun and learning by doing interesting things. Adults place a good emphasis on promoting speaking and social skills. This was very evident when babies explored a mixture of mashed up potatoes and porridge. This helps them to develop concentration as they delight in experiencing the squidgy texture. Older children, for example, were observed eagerly watering their seeds and potato plants with care. Likewise, when cleaning out the giant snails, adults seized on the moment to increase the children's speaking skills and promote cooperation. Good questioning, by adults, helped the children to explain why the mud sucks up water. The activities, as well as many others seen, demonstrate a meticulous focus on being safe with water and when handling creatures, as there was plenty of mopping of floors as well as handwashing.

Children behave well and sometimes this is outstanding as a result of being given very clear guidance about the rules and why these are important. Children quickly get the idea of taking turns and sharing. The care and welfare of children is given very high priority and as a result children are very happy and safe.

Following a review of snack time, changes have been made to ensure that children have a balanced range of foods and drinks. This is working well and rigorous attention is given to table cleaning and toilet and hand washing to ensure that very

high levels of hygiene.

Children develop basic skills for the future well. Staff skillfully make the most of moments as they arise to help the children to count accurately and recognise numbers within many different play situations. Adults work hard to include writing activities, such as chalking and when writing captions to go with their pictures. There are however, missed opportunities to help children to write independently for a wide range of purposes and to learn about and use letters and sounds (phonics) when engage in play as well as during more formal adult led activities.

The delightful gardens are used imaginatively to help children to enjoy plenty of fresh air and to learn about the world in which they live. They make a positive contribution to the world by learning how to work together and by caring for their environment well. They enjoy many creative activities.

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	1
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	1
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 voluntary part of the Childcare Register are:

Met