

# Hook Village Nursery

Inspection report for early years provision

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**Unique reference number** 507936  
**Inspection date** 14/02/2011  
**Inspector** Mandy Gannon

**Setting address** Ravenscroft, Hook, Hampshire, RG27 9NN

**Telephone number** 01256 761154

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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*.

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## Description of the setting

Hook Village Nursery opened in 1988. It is a committee run group that operates from a room in the Hook Community Centre, close to Hook village centre, in Hampshire. It has an enclosed garden for outside play. The nursery is registered to care for up to eighteen children aged between two and five years old. The group is registered on the Early Years Register only. There are currently 30 children on roll, all in the Early Years age group. This includes 21 children who are in receipt of government funding for nursery education. The nursery welcomes children that have disabilities and/or learning difficulties or who speak English as an additional language. The setting is open Monday to Friday during school term times. Sessions are from 9.00am to 12 noon and from 12 noon to 3.00 pm, or children attend all day from 9.00 am to 3.00 pm. There are six members of staff working with the children all who hold a level 3 qualification in Early Years or above. One member of staff is currently undertaking her Foundation Degree in childcare and one is completing her Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a setting where staff have a precise understanding of individual needs, and value their uniqueness. Children are interested and involved in a stimulating environment where they are effectively supported by skilled practitioners. The setting has effective systems in place to monitor and review its practice ensuring strengths and areas for improvements are identified. Children benefit from the successful partnerships with parents and staff, who work together well in order to meet children's needs. Although, some required documentation is not up-to-date.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the names of children looked after on the premises, their hours of attendance and who looked after them (Documentation) 01/03/2011
- amend the complaint policy to include the relevant contact details of the regulator (Safeguarding and Welfare) 01/03/2011

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

- further develop effective links and maintain a regular two-way flow of information with other providers of the Early Years Foundation Stage to enable children to benefit from a collaborative approach to their learning and development
- further develop the outside area to enhance children's ability to use their senses, to learn about the world around them and make connections between new information and what they already know.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded as relevant required policies, procedures and information are maintained. Robust recruitment and vetting procedures are adhered to in order to protect children. Practitioners have a thorough understanding of signs and symptoms of abuse and neglect and all have completed an advanced child protection course. A well organised setting and committee ensure that there is clear management of responsibilities in relation to child protection. The designated person follows effective procedures in identifying any child at risk of harm, liaising and working with the appropriate agencies. A high commitment to promoting children's safety is apparent, daily safety checks are completed and the staff ensure the premises are secure, visitors to the premises are recorded and regular evacuation drills are completed and logged. Risk assessments are completed by the trained health and safety officer who ensures a safe environment where any potential hazards are successfully identified and minimised. However, although a daily record of attendance is maintained it does not record the hours of attendance and the complaints policy does not contain the correct contact details of the regulator. Children are cared for in a safe supportive environment where they securely develop their awareness of being safety conscious, reminding one another to walk inside or they may hurt themselves. Effective steps are taken to promote children's good health and well-being with successful procedures are in place to reduce the spread of infection and clear steps are in place to follow when children are ill.

Children benefit from an established staff team who work well together. The motivation of practitioners is clearly visible, demonstrating drive and determination to improve the setting, all staff are now qualified and continue to access further training in order to enhance their professional knowledge and skills. The setting has an accurate understanding of its provision through a formal self-evaluation and well organised, successful, rigorous monitoring systems enable it to build on its strengths and identify areas for further improvement. As a result, improvements to the setting have been made and children's achievements have improved. Resources are suitable for the age and stage of development of the children attending which they can freely access from low level shelves and trolleys. Resources and toys provide sufficient challenge and are used well to achieve the planned goals of their learning and development.

Equality and diversity is good as practitioners have an accurate knowledge of each child's background and needs, ensuring children develop an awareness of the society in which they live and the wider world. Enabling the provider to improve

outcomes for children in order they may reach their full potential and take effective steps to narrow the achievement gap. Skilled practitioners ensure that children's needs are met through the sharing of information with parents and other professionals; if additional support is required it is identified at the earliest possible opportunity. Children benefit from successful partnership with parents and carers where strong communication links and positive relationships are valued in order to ensure needs are met. Practitioners ensure parents are kept well informed through daily discussions, newsletters, prospectus, notice board and recently the addition of a website. Parents play an active role in contributing to their child's learning and development as they regularly take home their folders and are invited to add comments, they share with practitioners their child's recent interests which practitioners are able to utilise in planning suitable activities. Effective links are made with others as the practitioners attend local cluster meetings, visit other settings and good links are in place with the local school, which the children visit and teachers come to the setting and are introduced to prospective pupils, aiding transitions into school. Although, effective links have not been forged and information is not shared with all other providers of the Early Years Foundation Stage (EYFS) that children attend to enable a collaborative approach to their learning and development.

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

Children learn the importance of good hygiene as staff encourage them to wash their hands; posters in the toilet area reinforce children's understanding. Children develop an awareness of healthy eating as practitioners provide balanced, nutritious snacks and drinks to choose from in the café. Children bring in packed lunches from home and a healthy eating policy is promoted and ideas for lunch boxes are shared with parents. Children enjoy sitting together socially with their friends when eating and discuss their day and future events. Accurate documentation ensures children's dietary requirements are followed. Children benefit from good opportunities to learn about healthy living as they regularly access the outside through walks in the local environment and the free flow system in place where children choose to move between the inside and outside throughout the session on most days. Although, the outside area has some limitations as it cannot be used in all weather as there is no cover and the grassed area becomes very slippery. Children feel and are safe as practitioners are vigilant in maintaining the security of the premises.

Children freely access and make choices from a wide range of good quality toys and play materials which are put out daily by staff. Practitioners have an accurate understanding of the progress of the children in their care and successfully plan interesting opportunities to meet their needs. Practitioners know their children well and support effectively in order to extend and develop the next steps in their learning. For example, a child who requires frequent adult support is enabled through encouragement to attempt the task of using a hole punch when making a card, they achieve the skill and confidently repeat the activity independently and

excitedly show others. Children's progress in communication, literacy and information and communication technology is developing well. Children who have English as an additional language are effectively supported as staff ensure they are aware of key words and written words in their home language and others are displayed promoting an understanding of the wider world. Children become inquisitive learners and competently use the computer and mouse. They go on walks in the community looking for bugs and develop a wider understanding of the world around them becoming well equipped with the skills to enhance and secure their future learning.

Children are secure and develop a strong sense of belonging as they have a clear understanding of expectations. Positive relationships with adults and their peers ensure children are happy and settled in an environment where they work well independently and collaboratively with others. Secure relationships and the positive role models of the practitioners ensure children develop high levels of confidence and self-esteem through effective praise and encouragement. Children's behaviour is very good and children begin to show a good awareness of responsibility within the setting as they help to tidy up. Although, at tidy up time children are given limited effective warning of the end play time and some become very excitable. Children are confident, settled and happy in a setting where they respect one another and are actively involved in making choices and decisions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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