

Children's Nest Nursery

Inspection report for early years provision

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Inspector

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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

Children's Nest Nursery registered in December 2010 following a change to ownership and is one of two nurseries owned by the proprietor. It is situated in Cheshunt, Hertfordshire and is based in a two storey house with a secure outside play area.

The nursery is registered by Ofsted on the Early Years Register. It is registered to care for 35 children in the early years age group with no more than 15 children aged under two years. There are currently 19 children on roll, including children who receive government funding for early years education. Children's Nest Nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The provision employs nine members of staff including the cook. The majority of the staff team hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Partnerships with parents and carers positively contributes to the setting's knowledge of individual children and ensures children's needs are met. An inclusive and welcoming environment is provided and a committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is protected. Staff support children well in their learning and development and children are making good progress towards the early learning goals. The provision has a positive attitude towards improvement and is aware of their key strengths and some of the areas they wish to develop further. Systems to more effectively monitor the quality of the service offered, such as self-evaluation, are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and children's welfare is protected. Staff regularly update their child protection knowledge through training to ensure they have a secure knowledge and understanding of how to safeguard children. There are also three designated members of staff responsible for

ensuring the correct safeguarding procedures are followed if there was a concern. Recruitment and vetting procedures are robust and ensure staff are suitable to work with children and therefore, children's welfare is protected. Children's safety is paramount with risk assessments in place to ensure the environment is safe at all times, with any potential hazards identified and minimised immediately. Staff closely supervise children and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised.

All required documentation to ensure the safe and efficient management of the setting is in place and is informative and well-organised. The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage. Staff are guided by a management team who strive to provide a quality service. They are aware of their key strengths and have some good systems in place to monitor and assess the quality of the provision. They seek feedback from parents and children and regularly review and update records, policies and procedures. A self-evaluation system, to systematically identify the settings strengths and areas they wish to develop further, has also been introduced and the setting aims to actively use this as a way of ensuring continuous improvement. They are also in the process of completing Hertfordshire Quality Standards (HQS) accreditation which is a county led scheme. Effective communication ensures staff are clear about their roles and responsibilities and consequently, they work well together as a team which has a positive impact on outcomes for children. Continuous professional development is encouraged and staff regularly attend appropriate early years courses and workshops to ensure they are well-informed.

Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. All children and their families are valued and included. Children's individual needs are met because staff work hard to develop positive relationships with parents and carers, which ensures information is effectively exchanged. A key person system and daily verbal and written communication with parents and carers ensures children's individual needs are met and children receive continuity in their care and learning. An effective settling-in policy is successfully implemented and as a result, children settle well and are happy and confident in the nursery environment. The setting actively promotes equality of opportunity and works with parents and others to support and meet the needs of individual children. The nursery liaises with other agencies and professionals including a nearby children's centre, the area special educational needs co-ordinator, speech and language therapists, the local advisory team and receive qualified teacher support. They have also begun to establish links with other early years providers delivering the Early Years Foundation Stage, such as, some of the local schools to help ease the transition for children moving on to school.

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

Children's learning and development is promoted. A key person system is used and staff closely monitor children's learning through regularly observing and assessing

their key children to identify their achievements and progress over time. Children's individual development books, called 'learning journals', show how they are progressing and this information is then used to plan future play experiences. Consequently, children are making good progress towards the early learning goals as activities and play experiences are planned which identify the developmental needs of individual children. Staff support children well in their play with child-initiated and adult-led activities which are well-balanced to encourage children to be active learners. The environment is organised to cover the six areas of learning and to encourage and promote children's independence skills. Children can make choices in their play and quickly develop a positive sense of themselves and others as they learn and develop self-help skills. They eagerly help to tidy up, younger children are learning to feed themselves at mealtimes, older children independently access the toilets and put on their shoes when going outside to play.

Children have regular opportunities to express themselves creatively and to explore varied materials and media on a regular basis. They enjoy feeling the consistency of paint between their fingers when painting or exploring the texture of playdough when cutting and rolling it into shapes. Children use their imaginations, for example, when making models with construction bricks. They experience music and listen and respond with enjoyment when looking at books and listening to stories. Writing and drawing materials are easily accessible and children have regular opportunities to become familiar with the written word. They participate in a range of activities which involve numbers, shapes, patterns and problem solving. They learn about volume through filling containers when playing with sand or water and their counting skills are promoted through the daily routine. Children learn about the wider world and about other cultures and countries. They have opportunities to talk about their families and home life and to learn about the local community. They enjoy regular outings including visits to the park or nearby pet shop and learn about the people who help us when they visit the local fire station. Children learn about the environment through activities, such as, planting and growing vegetables or nature walks to collect leaves and acorns when talking about autumn.

Staff are proactive in implementing effective strategies to promote and safeguard children's health. Good hygiene procedures are applied at mealtimes, such as, staff wearing disposable aprons when serving or handling food and hand washing takes priority before children eat. The routines in each room help to promote healthy habits and children from a young age learn to take responsibility for washing their hands, flushing toilets or wiping their noses and disposing of tissues appropriately. Healthy eating is promoted and children are provided with healthy food choices at snack and mealtimes. All food is freshly prepared on the premises and menus are displayed and shared with parents. Children are encouraged to try new foods and enjoy food tasting activities where they learn about the benefits of healthy eating. Plenty of fresh air and exercise help to keep children fit and they develop self-confidence in their physical skills as they participate in and use a varied range of indoor and outdoor equipment on a daily basis.

Positive relationships between staff, children, parents and carers enable children to feel secure and children are confident and self-assured in the setting. Staff help children gain an awareness of keeping themselves safe in the nursery as they

explain and practise simple procedures, such as, not running when indoors and ensuring they are careful when going up and down the stairs. When out on walks, children learn about road safety. Their behaviour is managed in a positive manner with clear boundaries set by staff. Children are learning how to play together and are encouraged to show care and concern and to behave considerately towards others. Staff talk with older children about helping each other in their play and younger children are learning to share and to take turns. Regular praise and encouragement from staff helps to develop children's self-esteem. Children are valued as individuals and are taught to be polite to others and with staff who act as good role models.

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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