

Nursery On The Heath

Inspection report for early years provision

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Inspector Jenny Howell

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Type of setting Childcare - Non-Domestic

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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

Nursery On The Heath has been open since 2011. It is a private day nursery, run by Sugarcanes Nursery Ltd. The nursery is in Hatfield Heath, near Bishops Stortford, Hertfordshire. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks of the year and also provides an out of school club in the morning and afternoon. All children share access to secure enclosed outdoor play areas. The setting uses the ground and first floors of the premises and is suitable for wheelchair access to the ground floor.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the setting at any one time. There are currently 43 children on roll, including those attending the out of school club. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery currently employs eight members of staff to work with children, and a cook. Seven members of staff hold recognised qualifications in Early Years and one is working towards a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is extremely effective in meeting the needs of all children in the Early Years Foundation Stage. Children are fully included as unique individuals and have all of their development and welfare needs met. Staff are enthusiastic about providing children with high-quality learning experiences which are carefully tailored to their individual stages of development. Excellent procedures are in place to self-evaluate, in order to achieve high standards of care and education and to maintain continuous improvement. Extremely positive relationships are developed with parents and other professionals to ensure that staff can be responsive to children's changing needs. Highly efficient organisation of written and practical policies and procedures enable staff to effectively safeguard children and promote their welfare.

What steps need to be taken to improve provision further?

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

- continuing development of the system of self-evaluation, including using the views of staff, parents and children on the care and education provided, in order to support continuous quality improvement.

The effectiveness of leadership and management of the early years provision

Highly effective procedures are in place in order to safeguard children. Various systems such as CCTV and key-pad entry, combined with rigorous procedures to verify the identity of visitors, help to keep children safe and secure. Detailed, daily risk assessments of all areas used by children ensure that any potential hazards are identified quickly and immediately rectified. All staff have a very good understanding of child protection procedures, which has been supported by recent training. Children's well-being is significantly enhanced through effective organisational systems which ensure that all the required documents, information and parental permissions are in place. All staff have fully embraced a positive culture of self-evaluation and reflective practice. A formal system to record this has been started, alongside a detailed development plan. As a result, staff are able to work closely together to identify the nursery's strengths and its areas for development. This helps them to bring about effective improvements to the quality of care and education children receive. An appraisal system is in the early stages of development. This ensures that staff feel well supported in their work and allows the management team to monitor and maintain continuously high standards.

As the nursery grows, effective and flexible deployment of experienced and dedicated staff ensures children have their individual needs met and are supported in making excellent progress towards the early learning goals. Nearly all staff hold recognised qualifications in childcare and most are qualified beyond the minimum requirements. Staff create a fully inclusive environment, where all children feel welcome and valued. They see their work and photographs on display all around the nursery and their views are sought when planning future activities or when developing menus for snacks and meals. Excellent use is made of the space and resources available, both indoors and outside. A wide range of good-quality resources are provided, which support learning across all subjects. Children are able to access these independently through child-centred storage and displays. All children enjoy regular access to the outdoor areas where they use a wide range of activities that stimulate them in all areas of learning.

Excellent relationships are developed with parents and carers. This ensures that parents receive good quality information about the progress their child is making on a daily and long term basis. Staff share development records with parents on a regularly and, for younger children, a daily contact book is used to share all relevant information. Parents' feedback is actively sought through questionnaires, and their comments are acted upon in order to improve the nursery. Parents comment that they are extremely happy with the nursery and feel that their children are happy, confident and making good progress. Positive links are also established with other professionals. This allows staff to use expert advice in order to support individual children. It also allows staff to work with teachers to plan a smooth transition for children starting school.

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

Children play and learn in an extremely well-organised, welcoming environment. Furniture and resources are placed to meet the needs and interests of the children using them and are adapted as these change. Staff support learning and development for individuals extremely effectively. Learning journals are used to carefully record what children do and to plan the next steps for each child. Weekly planning is highly personalised, allowing staff to ensure all children make excellent progress in relation to their starting points. Staff also consider the needs of groups of children when developing activities. For example, planning a visit to the local doctors' surgery and setting up a hospital role-play area when several children were due immunisations.

Children are confident, independent and creative learners. They access a wide range of resources freely and become fully engaged in purposeful play. They work well alone as well as with friends and adults. Excellent social skills are developed. Older children eat together, chatting about their interests, passing the water jug and waiting their turn. Babies play alongside each other and are starting to show an awareness of others by passing toys or showing concern if they are upset. Children show great interest in the world around them. They experiment with water, make, then model with play-dough and play outdoors in all weathers. Children express their creativity with a wide range of materials. They experiment with joining things together as they make models with boxes and tubes or babies find out how paint feels and looks as they spread it over their arms and legs.

Children develop excellent skills for the future. They communicate well and are able to recognise the numbers and letters they see displayed around them. Children's communication skills are further enhanced through weekly French lessons. Children learn to weigh and measure as they cook regularly. Children cooperate to solve problems by using poles, sticks and blankets to build dens or turn crates into a train. Older children have free access to a computer to develop their confidence in the use of information communication technology as well as playing a range of educational games.

Children's behaviour is extremely good, and this is reinforced by regular praise from staff. They show respect for others and enjoy celebrating each other's birthdays or finding out about world festivals such as Chinese New Year, Easter and Eid. Children help to tidy up willingly and play a part in wider society as they dress up for a televised national charity event. Children have a very good understanding of how to keep safe and healthy. Photographs of children demonstrating remind them to wash their hands, flush the toilet or to follow rules such as not running indoors. They take regular walks around the local area providing the opportunity to learn about road safety and getting as fresh air and exercise. Children enjoy using scooters or climbing on large tyres as well as moving to music and acting out nursery rhymes. An excellent range of healthy and nutritious snacks and meals are provided, which are selected in consultation with parents and children. Children feel extremely safe and secure with staff. Babies

enjoy cuddling up for a story or to sleep, while older children work together to style a staff member's hair with great enthusiasm.

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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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: Met