

# Hyde Park Nursery

Inspection report for early years provision

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**Unique reference number** EY348913  
**Inspection date** 25/07/2012  
**Inspector** Fiona Bland

**Setting address** St James Church, Bright Horizons Family Solutions, Sussex Gardens, London, W2 3UD  
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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**

Hyde Park Nursery is owned by Bright Horizons Family Solutions. It is one of 156 settings in the United Kingdom. It opened in 2004 and operates from a church crypt in Hyde Park, in the City of Westminster. Children have use of three rooms and are grouped according to their age. They have access to an enclosed outdoor play area and share the attached nursery school's outdoor space. The nursery is open each weekday from 8am until 6pm and children come from the local and wider community. The nursery supports children learning English as an additional language. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It may care for a maximum of 46 children under eight years, all of whom may be in the early years age range, with no more than 28 under two years. There are currently 62 children on roll from seven months to four years. The nursery receives funding to provide free early education to children aged three and four years. It employs 12 full-time staff and three part-time staff. Of these, 13 staff hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery has exceptional procedures in place for keeping children safe and supporting their understanding of a safe and healthy lifestyle. The manager uses highly effective systems for evaluating practice, which are broadly successful in promoting continuous improvement. The inclusive ethos is a very significant strength of the nursery and is particularly effective in supporting children learning English as an additional language. Children make good progress in their learning and development as they receive effective support overall. Most aspects of partnerships are effective in supporting children's individual needs.

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

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

- enhance contingency arrangements for staff absences so that children receive consistent learning experiences
- extend partnerships with parents to further involve them in their children's continuous learning and development, including supporting learning at home.

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

The nursery has exemplary systems in place to safeguard children. There are robust procedures for the safe recruitment of staff together with a comprehensive induction programme. The management team attend advanced safeguarding

training, which underpins their excellent understanding of highly effective practice. Risk assessments are thorough and help to maintain very good levels of safety. Staff put in place some outstanding initiatives to help children develop an excellent understanding of safety, good health and hygiene. For example, they use a cuddly toy to fully engage children's interest when discussing safety, and very actively involve children in risk assessments.

The nursery is welcoming with a good range of displays of children's work and current interests. Resources are accessible in child height units and baskets to encourage independent choice. A good range of activities supports all areas of learning both indoors and outside.

An excellent range of highly productive self-evaluation processes are in place and all staff contribute to these. These processes help staff to identify areas of improvement in each room very clearly and to set specific actions to improve outcomes for children. For example, pre-school staff reflect carefully on the provision for boys and use motivational ideas to improve play experiences. By moving furniture and improving access to the outdoor area, the boys now have much more space to explore their natural tendency towards energetic, physical play. The nursery actively invites parents to share their views and improves practice as a result, such as making information available by e-mail. Overall, self-evaluation processes contribute very positively towards further improvement although there are some inconsistencies in some areas of daily practice.

The nursery has exemplary systems for supporting children learning English as an additional language. Resources clearly reflect children's cultures and languages and help them to feel fully included. Staff are highly effective in incorporating children's languages in daily activities, such as counting. Staff use individual family books very well to help settle children into the nursery and to support their understanding of differences. Toddlers show a very strong sense of pride as they share their family books with their key person. Staff invite parents into the nursery to cook meals with the children that reflect their own cultures. Staff use photographs of these experiences to make books for children to share and promote their sense of achievement. Staff have recently introduced home visits to parents who are unable to get into the nursery or who have a particular need for a home visit. This helpful initiative supports and maintains good communication effectively. Staff keep parents well informed of their children's progress through regular meetings with the key person. However, some parents comment that they would like additional information about their children's progress and how to support their learning at home.

The nursery has strong relationships in place with the adjacent school, which successfully supports children's transitions and promotes continuity of care. The manager is proactive in contacting other local schools and supporting parents in the transition process.

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

Children make good progress as staff plan interesting experiences to reflect their individual needs and to support all six areas of learning. Staff clearly record children's progress and achievements in individual files. These documents are easily available in each room for parents and children to view. Staff are knowledgeable about their key children's individual development and next steps in learning. However, when the key person is absent other staff are sometimes not fully familiar with children's individual learning plans, which leads to some inconsistencies in meeting their needs.

Children develop a keen interest in books and have easy access to these. They make their own choices and sit down to tell stories to each other on the carpet. They demonstrate that they can listen carefully. They show enthusiasm in relating stories to the pictures and they know how to turn the pages. Staff use good quality interactions to support children's developing communication skills and to challenge their thinking. The use of innovative technology helps children to make good progress in their awareness of language. They listen carefully to a range of words and sentences in different languages and are able to repeat some of these.

Babies and toddlers enjoy exploring the good range of easily accessible resources. Staff introduce new vocabulary and use open questions effectively to engage children and extend their learning. Children receive lots of praise for their efforts, which promotes their self-esteem. Toddlers become engrossed baking a cake as they help to crack eggs and measure out ingredients. Across the nursery staff generally support children's daily activities effectively to ensure they remain motivated and engaged in their learning. As a result, children are making good progress in securing the skills they need for the future.

Children in the pre-school room have an extremely high awareness of risks and how to manage these. Staff make excellent use of a soft toy character and children talk confidently about how he protects them, which allows them to feel safe in their environment. For example, when they become rather excited and start to snatch resources, staff ask them what the toy would say. Children respond very positively and reflect on their behaviour effectively. Staff involve children in risk assessments around the nursery very effectively, using a 'red dot' system to warn of risks involved with individual activities. Children respond very well to this visual process, which contributes significantly to their safety and well-being.

Children develop an exemplary understanding about healthy lifestyles. For example, weekly fitness sessions are highly effective in encouraging physical exercise and providing information on staying healthy. Children have frequent access to a secure outdoor environment and demonstrate excellent physical skills and confidence on the climbing equipment. Staff very effectively promote good hygiene habits with frequent reminders about washing hands to prevent the spread of infections.

## 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	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	2
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	1
The extent to which children adopt healthy lifestyles	1
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 compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met