

Hampton Nursery School

Herne Bay Evangelical Free Church, 64 Sunnyhill Road, HERNE BAY, Kent, CT6 8LU

Inspection date

28/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The excellent key person approach enables children to build good relationships with adults and their peers, promoting their self-esteem and confidence.
- Outstanding partnership with parents provides children with continuity of care and ensures excellent opportunities to exchange information.
- Children are exceptionally confident and independent and make informed choices from the activities and resources available.
- The practitioners and management of the setting are enthusiastic, motivated and well qualified, providing highly effective practice to support children's learning and development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the majority of the time observing practitioners and children in all rooms in the nursery.
- The inspector sampled children's learning journeys, policies and documentation.
- Safeguarding procedures were discussed and relevant policies sampled.
- Nine parents were interviewed and their views taken into account.
- Joint observations were carried out with the owner of the nursery.

Inspector

Jane Wakelen

Full Report

Information about the setting

Hampton Nursery School has been registered since 1994 and re-registered in 2012 under the current owner. It is privately owned and operates from four individual rooms on church premises on the outskirts of Herne Bay, Kent. There are separate kitchen and toilet facilities. Children have access to secure outdoor play areas. The nursery opens five mornings a week, term time only. Sessions are from 9am to 12 noon on Mondays and Tuesdays and from 9am to 1pm on Wednesday to Friday, which includes an hour lunch club.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register and has 44 children on roll. The nursery provides funded early education for two, three and four year olds.

There are 13 members of staff who work with the children; all hold relevant early years diplomas at level 2 or above. The manager holds an early years degree with Early Years Professional Status. (EYPS).

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen systems to review the indoor space, for example, to help children concentrate by limiting noise in the book area and by making resources for mathematics easily accessible at all times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make extremely good progress in their learning and development because of the practitioner's dedicated support. Children settle exceptionally well in both classes reflecting their security and confidence within the nursery. Practitioners obtain starting points from the parents for all children when they start at the nursery. This provides an excellent baseline for the key person to begin to plan an individual programme of development for each child. Practitioners carry out regular observations and record these in children's learning journals. They link their observations to the areas of learning to monitor children's all round development. They use assessment, including the required progress check for children aged two, to inform future planning and move children forward in their learning. Consequently, the majority of children are working at the expected level of development, or above for their age and stage of development.

All children are encouraged to build secure attachments with their key person, enabling them to feel secure and able to explore and experiment with the excellent resources. The younger children enjoy playing in the soil with the bugs, trucks and magnifying glasses, using their senses to explore. The older children use the sand with magnets and the dinosaurs to develop their interests. All children have easy access to a vast range of collage materials, paint, glue and boxes. They use tools such as scissors, glue sticks and paint brushes to create, build and construct. They thoroughly enjoy playing with play

dough, which is another firm favourite. This activity provides opportunities for children to develop their small muscle skills as they roll, pinch and cut the dough using various tools. Excellent adult support enables children to extend their learning, for example, as practitioners introduce new vocabulary. Skilled practitioners talk to the children all the time, asking highly effective open-ended questions to encourage children's communication and language. They further promote this through small group opportunities enabling children to take turns in sharing their news about recent events or holidays. These sessions occasionally over extend, but practitioners use careful strategies to allow children additional opportunities to share their news later in the day.

Small world play with the castle and the farm encourage the younger children to use their imagination and further develop this in the well-resourced role-play area. The older children enjoy using the cars, garage and dinosaurs and create their own role-play area using the wonderful range of resources. For example, children make dens under the tables using blankets. Practitioners promote children's interest in books extremely well throughout the setting. Every room has books, in addition to topic tables using books connected to the theme. Parents and children borrow books from the nursery in special book bags, some with visual aids. This 'book club' encourages children to read at home with parents and share their views with their key person when they return the book. The younger children have a cosy book corner that provides a quiet retreat for children who like to have some 'calm' time to look at books. The older children have easy access to a large selection of books, but do not always have a quiet area to sit to appreciate the books and pictures. Adults promote reading with the children and encourage their awareness of letters and sounds through extremely good activities that extend children's early literacy skills.

Practitioners promote children's mathematical skills very well overall. For example, younger children begin to use mathematical language in their play as they find the 'little' dragon or play with the 'large' pig. They talk about the size of their feet and compare the boot sizes as they get ready to go outside. Older children are able to represent their age using their fingers and confidently count objects on a one to one basis. Older children access a wide range of mathematical resources, including natural materials to sort. Younger children have access to mathematical resources on a planned basis, which slightly reduces opportunities for them to freely choose the resources available.

Practitioners are motivated and enthusiastic in their approach and know their key children well. They are quick to identify any additional needs or learning difficulties and work alongside the parents to provide tailored support for the child. Consequently, all children are exceptionally well-integrated into the setting and have equal access to the activities. The environment reflects a fully inclusive setting, including labels written in different languages, reflecting the different home languages of the children. Parents are highly impressed by the care their children receive at the setting and are fully included in contributing to their children's learning and development records. This shared approach clearly promotes children's learning and helps them to develop the essential skills needed for when they start school.

The contribution of the early years provision to the well-being of children

The key person system is highly effective in helping to settle children into the nursery. Parents and children are introduced to their key person on their initial visit. Consequently, children settle quickly because they build secure attachments with their familiar adult. The key person knows the children well and plans individual activities based on each child's individual needs and interests. All children are encouraged to develop their independence, making choices of activities, putting on their coats and shoes to pouring their own drinks. They build friendships with their peers and show respect and kindness to each other, accepting each other's differences.

Children behave exceptionally well because they are secure in their knowledge of the boundaries in place. Practitioners support children's understanding in a calm manner and use tools such as sand timers to help children learn about taking turns. This not only helps children have a visual aid, it enables them to learn about time. Practitioners are extremely vigilant for children's safety and ensure measures are in place to help protect children. For example, children receive reminders that they must not travel too fast on the tricycles outside when other children are playing. Practitioners reminded them of the dangers of throwing the sand and as a result, children play well. Children show increasingly good hand and eye co-ordination as they move through the nursery. They use tools exceptionally well, such as scissors to cut paper safely and knives when cutting their fruit. The practitioners talk about safety when walking to the hall for large physical play. They offer careful explanations to enable children to develop an extremely good understanding about keeping safe.

Children learn about living a healthy lifestyle as they experience free-flow play indoors and outdoors. Consequently, children learn when it is cold they need their boots and coats on and when it is hot they need sun cream. Children access a good range of healthy snacks such as fresh fruit, cucumber and carrots, learning about healthy eating. Children automatically wash their hands before eating and are able to explain why this is important, reflecting the excellent hygiene systems in place. They peel and cut their snacks and pour their own drinks of water and milk, clearly learning about healthy eating while developing extremely good self-care skills. Excellent hygiene routines in place further support children's healthy lifestyle. For example, practitioners use antibacterial spray, gloves and aprons during the nappy changing process to prevent cross infection.

Older children move around the nursery making choices from the excellent range of resources and toys. All storage containers are labelled with words and pictures enabling children to make informed choices and therefore able to help at tidy-up time. Each room contains different resources to reflect the seven areas of learning, with the outside area used as an extension of indoors to further promote children's development.

Practitioners place high regard on supporting children's progress as they move from 'Rainbow Room' to 'Sunshine Room' and when they leave nursery for school. The knowledge of the practitioners regarding attachments enables them to provide secure processes to allow children to gradually move within the setting and develop relationships with a new key person. The parents are fully involved, resulting in a smooth move from

one room to the next. Teachers from the local schools are welcomed into the nursery towards the end of term, offering the opportunity to meet the children going to their school. This also enables children to meet their teacher in a safe, familiar environment.

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

The owner of the nursery is exceptionally well qualified and is highly productive in supporting her team of practitioners to provide high quality care. The management team place strong emphasis on developing each practitioner's personal development, through external and internal training. Regular supervision and appraisals helps to identify the priorities for training needs within the staff team. Consequently, all practitioners are well qualified, interested and motivated to support each child's individual needs.

The owner is highly effective and has an outstanding vision for her nursery. She has an exceptional awareness of her responsibilities in meeting the learning and development requirements and as a result, the programme of activities for children is stimulating and challenging. The owner has highly effective and robust systems to monitor the effectiveness of the educational programmes and the quality of teaching. She carries out peer observations with her team of practitioners and provides constructive feedback to promote their personal development and further improve extremely good outcomes for children.

Safeguarding procedures are fully embedded into the nursery practice. All practitioners are competent and have a firm commitment to promoting children's safety. They all have a copy of the safeguarding policy, in addition to the parents, keeping everyone informed of the processes in place. Relevant documentation and contact phone numbers are available in the event of any concerns identified by a member of staff, to further promote children's welfare.

Highly reflective procedures are in place and utilised to maintain excellent continuous development within the nursery. The owner obtains parental views on the service provided, as well as views from the children. She collates these comments together with practitioner's views and suggestions, to create an extremely good self-evaluation process. The owner compiles all the views and shares the self-evaluation with her team of practitioners to plan an improvement development plan. This is used as a working document and provides the owner and management team with an accurate picture of the nursery's strengths and areas to further develop. The nursery has recently received an accreditation through a charity that supports children's communication. This reflects the excellent support the practitioners provide for the children attending the nursery regarding their communication and language development.

Excellent partnerships with parents enable children to receive continuity of care. Parents have wonderful termly opportunities to meet with their child's key person to share information and complete the 'unique story' providing a summative record of achievement. Practitioners have excellent skills in supporting children with additional needs and

confidently approach outside professionals and agencies to promote teamwork. They share documents including children's individual educational plans. Parents, the special educational needs coordinator and the child's key person are all involved in setting targets to help children make as much progress as they can. The partnerships with outside agencies and parents are highly productive and effective in meeting children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY448377
Local authority	Kent
Inspection number	810592
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	70
Number of children on roll	44
Name of provider	Jacqueline Ann Farrant
Date of previous inspection	Not applicable
Telephone number	07930153253

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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