

Hatton Hill Day Nursery

Hatton Hill Nursery School, Hatton Hill, WINDLESHAM, Surrey, GU20 6AB

Inspection date	15/05/2013
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The effective key person system ensures children form secure emotional attachments, providing a strong base for their learning and well-being.
- The highly effective partnerships with parents, external agencies and other providers, helps to meet children's individual needs quickly, and prepares them well for moves within the nursery and to school.
- Active, purposeful, play activities motivate and engage children and help them to make good progress towards the early learning goals.

It is not yet good because

- There have been recent concerns about the security of the setting.
- There are minor inconsistencies in staff interaction with children in the toddler room.
- Resources are occasionally not available to extend children's chosen play and exploration in the garden.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and outdoor areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with a room leader.

- The inspector sampled a range of documentation including children's records, room and staff evaluation and action plans, safeguarding procedures, risk assessments and records of complaints.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Hatton Hill Day Nursery registered in 2008. It is one of 203 settings owned and run by Bright Horizons Family Solutions. It operates from a large house in Windlesham, Surrey. The ground floor of the premises is readily accessible. Some care is provided on the first floor. Children have access to a secure outdoor environment. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is also an after school and holiday club available. The nursery offers various extra curricular activities, including French lessons, ballet classes and swimming lessons. There are currently 108 children on roll, of these, 97 are in the early years age group. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for three and four-year-olds. The setting currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery opens five days a week from 7.30am until 6pm for 51 weeks of the year. The after school club operates from 3pm to 6pm, term time only. The holiday club operates from 7.30 am to 6pm in the school holidays except one week over Christmas. There are 29 members of staff who work directly with the children, including the manager and deputy. Of these, 18 hold a relevant level three early years qualification and two hold a relevant level two early years qualification.

What the setting needs to do to improve further

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

- strengthen the coaching programme for staff in the toddler room with a view to enhancing their skills in supporting and extending children's learning opportunities to provide consistency in all rooms

- make sure resources relevant to children's interests at the time are available outdoors to extend their play and exploration.

Inspection judgements

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

Children make good progress in all areas of their learning and development. The caring and overall, knowledgeable staff use good teaching techniques and deploy themselves well. They provide an interesting and busy environment which enables children to initiate much of their own learning. The children are engaged and clearly enjoy learning through play as they move confidently between activities, making choices and interacting with their

friends. Older children develop a good range of physical skills, think critically and explore during these activities. Staff show they know the children well as they adapt the support they offer to meet the needs of the child, encouraging them to take risks and learn control of their bodies. Children show determination and courage as they run up the wedge shape soft play equipment, experiment with how far to lean as they stand at the tip of wedge to make it turn and then the child slides down. Babies develop strong muscles as they pull themselves up on the low level equipment that is carefully placed around the room and garden. They become steady on their feet and develop good coordination as they stand at the table absorbed in a painting activity. The easy grip handles on the sponges make it easy for babies to grasp them and manoeuvre them around the paper.

Overall, children benefit from good support and encouragement from many well qualified and experienced staff. They recognise the importance of developing children's language and communication skills as a base for other areas of learning. Children aged two to three years are split into two groups. They benefit greatly from the close support and effective interaction from staff as they play and explore the natural world. This has a significant impact on their speech and confidence. Children show their good understanding of the lifecycle of the butterfly; they have learnt the words to describe the different stages and body parts, such as 'cocoon' and 'wings'. Their understanding of the words and the stages has been reinforced as they have taken part in activities carefully planned by staff such as looking at books, playing with models and caring for caterpillars as they progressed through the stages finally becoming butterflies. Children show their delight and their knowledge as they release the butterflies from the container they are kept in. Staff continue to encourage children to recall familiar words as they point out parts of the butterfly such as 'antennae'. Some children are urged to overcome their initial fears and hold the butterfly and to describe how it feels. Some staff in the Bumble Bees room get involved in children's water play, introducing new words such as 'squirt' and 'squeeze'. However, minor inconsistencies in the skill of some staff means children's language and exploration is not always consistently promoted. Some do not describe what they see children doing and what they can do to achieve posting a letter into a toy post box for example.

Staff make accurate assessments of children's learning. They look at children's starting points when they enter the setting and involve parents in this process. They make observations of each child and use this information alongside photographs and examples of children's work to build up a picture of each child's abilities and identify any areas for development. The planned next steps in children's learning are listed in each room effectively providing each member of staff with a quick reference to what they can do to help each child move on. The ongoing assessments feed into the progress check for two year olds. Staff support children with any particular welfare or learning needs during this process very well, working with parents and other professionals involved in children's care and learning. Parents receive regular updates about their child's progress in all areas of learning. Parents are encouraged to contribute to the children's learning journals and many write additional information about their child's learning at home which is encouraged and supported by staff. They provide 'home packs' for example for children in the pre-school that are showing a strong interest and readiness in early reading and writing skills. Staff guide parents in how to support their child to learn about letter sounds and how to

form the letters in their child's names.

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

Children are happy, settled and enjoy their time at the nursery. A robust key person system ensures that staff know the children well and enables secure attachments to be formed. Key people take the lead role for meeting children's care needs such as changing nappies and giving feeds. Staff are sensitive to children's needs. They take children that are settling into the nursery to see their siblings in another room. This helps to comfort and reassure the younger child. Care practices are very good and children are developing a strong sense of confidence and independence. Staff in the baby room show their good understanding of following the child's lead and meeting their needs. For example, they recognise a baby is interested in a painting activity so delay giving the baby their feed until they have finished playing. Children greatly enjoy and benefit from the healthy, cooked meals. Many of the children serve their own food, including those with special dietary requirements, which makes them feel included. Staff provide appropriate cutlery to encourage children to develop their skills in cutting and feeding themselves. The older children help lay the tables, counting out the correct number of plates and cups. They know to sit quietly while eating and enjoy the interaction with their friends as they all eat together. Children of all ages are learning how to keep healthy, as they know to wash their hands before eating, and use the tissues provided to wipe their noses.

Many carefully considered policies and procedures are implemented to promote children's well-being. However, a recent incident, when security measures were not followed as intended, compromised children's safety. This identified a weakness in how well the provider and staff are working to ensure children's well-being. Children learn to keep safe as they travel up and down the stairs, holding handrails on each side so they do not fall. They follow carefully planned procedures when using the swimming pool. 'Hot Spot' labels placed in certain high risk areas of the garden, such as the climbing equipment, tell children to ask for help when playing there. This encourages children to be aware of and be responsible for their own safety. Children enjoy spending lots of time outdoors, which is under continual review to update the learning areas and meet children's interests. Children's learning and immediate interests are occasionally limited as some equipment, such as sand, is not always replenished and chalk is not readily available with the chalkboards outdoors. Indoors, the playrooms are bright and child friendly with resources easily available many of which, help children learn about the wider world.

Children behave well and many play cooperatively with their friends and staff, talking about what they are doing or making rules for their games. Staff quickly intervene if there are any issues around sharing and support the children to resolve situations amicably. Children finding it more difficult to share and show kindness respond well to strategies used by staff who work closely with parents. This ensures there is continuity in the support given to children. Staff prepare children well for their move to the next stage in their learning. Children visit the next room in the nursery and spend time getting to know their new key person. By the time children move on to school, many have the skills and independence that helps them settle quickly and continue in the learning well. Some

schools that children feed in to, report to the nursery that children are motivated and quick to learn. Key persons initiate effective links with other providers, such as childminders, that children attend to ensure continuity in their learning and development.

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

Overall, the manager has a suitable understanding of the safeguarding and welfare requirements. Robust vetting and recruitment procedures ensure adults working with children are suitable. Staff ratios are maintained and procedures for dealing with accidents and administering medicines are meticulously followed to promote children's health and welfare. The induction and ongoing training programmes ensure staff have a secure knowledge of how to protect children. Staff are clear of the child protection procedure to follow should they have a concern. Hazards are generally appropriately risk assessed and suitable measures taken to minimise risks. However, this inspection has been brought forward because Ofsted received concerns about the effectiveness of the security procedures for the nursery. It was found an incident had occurred prior to the inspection, when procedures failed to ensure that no one could enter the premises without the provider knowing, which is a requirement. However, the provider took prompt appropriate action and now security measures are more robust. At the time of the inspection all safeguarding and welfare requirements were found to be met and no further action was necessary. Improvements to the procedures when contractors are working on the premises and for alerting staff if the door to the nursery has been left open means children are protected and kept safe.

The manager and staff team have a secure understanding of the learning and development requirements. They work together to continuously improve the delivery of them through monitoring children's progress and the curriculum provided. The staff appraisal system identifies any development needs. Generally, management support staff to increase their skills well through peer role modeling and training. However, steps taken to develop staff skills are not as effective in the Bumble Bees room as other rooms in the nursery. This means there are some inconsistencies in the staff interaction and learning children aged from 18 months to 30 months receive. The company provides effective support to the manager and staff. For example, training they provide helps staff make full use of the outdoor play areas to promote all aspects of children's learning. This has a positive impact on staff's knowledge and enthusiasm for providing outdoor experiences.

A comprehensive evaluation system, together with feedback from parents via questionnaires and the 'Nursery Parent Forum', and the children help highlight areas for development. This process results in continuous improvements to improve practice and the environment in the nursery. Partnership with parents is highly successful. Staff are very welcoming and friendly when parents arrive with their children and have a useful update to discuss children's changing needs. Parents report their children make good developmental progress and that they feel fully involved in their child's learning. The team around the child, including parents, staff, other professionals and agencies involved in children's care and learning, work very well together to deliver a consistent approach. This

has a significantly positive affect on each child's welfare and learning.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	EY374132
Local authority	Surrey
Inspection number	918377
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	105
Number of children on roll	108
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	09/12/2008
Telephone number	01276 474764

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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, which are usually the childminder's 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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