

Hook Village Nursery

Ravenscroft, Hook, Hampshire, RG27 9NN

Inspection date	16/07/2013
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There is a very calm and happy atmosphere in this nursery. Children are interested in all that is going on around them and relate well to the staff.
- Staff plan a variety of interesting activities based on the children's interests. These activities encourage children's learning and development and inspire their imaginations.
- Some staff promotes language very well using good expression and interest in their voices helping to improve the children s communication skills.
- Parents receive a termly summary that clearly reflects the progress children make each term across each area of development.

It is not yet outstanding because

- Staff miss opportunities to enable children to see the written word and their names in a variety of ways displayed in the learning environment.

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.

Inspection activities

- The inspector observed the premises and resources with the manager.
- The inspector observed the children at play.
- The inspector examined records and documents provided by the manager.
- The inspector spoke to five parents.
- The inspector read and discussed the provider's development plan.

Inspector

Lynne Lewington

Full Report

Information about the setting

Hook Village Nursery opened in 1988. It is a committee run group that operates from a room in the Hook Community Centre, close to Hook village centre, in Hampshire. It has an enclosed garden for outside play. The group is registered on the Early Years Register only. There are currently 33 children on roll, all in the Early Years age group. This includes children who are in receipt of government funding for nursery education for two, three and four year olds. The nursery is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is open Monday to Friday during school term times. Sessions are from 9am to 12noon and from 12noon to 3pm, or children attend all day from 9am to 3pm. There are four members of staff working with the children. The manager holds a level 4 qualification; two hold a level 3 qualification in Early Years. One member of staff is currently undertaking a level 3 diploma.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their awareness of the written words and begin to recognise letters and their sounds.

Inspection judgements

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

Staff plan an interesting and stimulating play environment for children. Children develop their skills across all areas of learning as they use a broad variety of resources. Children freely make choices in their play and move independently between the indoor and outdoor environments. They use good quality fact and fiction books independently and sometimes look for specific favourites. Staff are responsive to children's requests and sit on the floor with them to read favourite stories. This helps to encourage children's enjoyment of books and increases their language and imaginative skills. Children are beginning to recognise letters in books. However, there are very few labels at child height around the nursery and the alphabet is displayed too high for children to see. Children's interests fuel the current theme of pirates and treasure. It has led to a host of activities, including treasure maps, finding a treasure chest, making cannon balls with tin foil and dressing up. Children develop their physical skills as they pour, fill and empty containers in the water and sand. They make choices of as they create pictures using collage materials, glitter or paint. Children learn to solve problems. They show interest and concentration as they work out how to add cogs to a board and then see if turning the handle will make the cogs work.

Children line up cars and sort the colours as they play with cars on the mat. Staff use mathematical language as they talk to the children referring to size, shape, position and quantity in many situations. For example, they count as they throw the cannon balls and look for the numbers on the jug as they pour their drinks. These activities help children to prepare for their move to school. Some staff are very expressive as they read and sing songs. Using facial and vocal expression, staff encourage children's participation. They sing action and number songs increasing their abilities to recall the words and coordinate their movements to do the actions. Children frequently spontaneously burst into song and others join in, including the staff. This adds to the happy atmosphere. Children are learning about the natural world on outings in the local community and their outdoor play through positive interaction with staff. They show their knowledge of how the sand will change if they add water and enjoy feeling the change in texture.

Staff make good use of children's interests to plan interesting activities. They observe and record children's activity and use this information to assess the progress children are making. Each term they undertake a summary assessment using the observations they have gathered. This information along with information from parents helps to identify the next steps in children's learning. The records include photographs of the children at play demonstrating their increasing skills. Thorough assessments are prepared and shared with parents to inform the two-year old progress check. Records indicate children make good progress because they have interesting effective learning opportunities delivered in a well organised but relaxed environment. Staff talk and listen to the children but also provide time and opportunities for children to lead their own play.

Staff value parent's knowledge of their children and talk to parents informally on a daily basis as children arrive and depart. Parents can view the children's records freely and the termly summaries of progress invite parents to add comments about the child's development and progress. This helps to ensure staff and parents work in partnership for the child's benefit. Staff recognise the individuality of each child and encourage parents to share information to enable them to understand and meet needs effectively.

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

In this calm and happy environment, staff are good role models to the children. They speak calmly to each other and the children and appear relaxed and knowledgeable in their roles. Staff encourage the children to develop their abilities to share, take turns and be kind to each other through their patient and consistent interactions. Consequently, behaviour is good.

Every child is appointed a key person who maintains the development records and liaises with parents. This enables parents to have an identified staff member to relate to and discuss their child. This is a small setting and so all the staff know the children and their parents well.

Staff are developing children's abilities to be aware of dangers and how they can keep themselves safe. For example, in the hot weather staff insist children have sun cream

applied and wear a sun hat outside. They talk to them about why this is important. They encourage children to think about the clothing they need to wear. For example, when it rains or it is cold. They play outdoors in all weathers and recognise that children learn from their experiences. For example, some may be reluctant to wear a coat, staff would monitor them if they came outside and if they started to feel cold encourage them to get their coat or go indoors. Regular fire drills are undertaken ensuring children and staff all know how to evacuate the premises safely and quickly. Comprehensive risk assessments are in place.

Children enjoy their own food prepared by their families. Drinks of water are available throughout the day and staff encourage children to have a drink frequently in hot weather. Lunch and snack time are social occasions. At snack time, children enjoy a variety of fruits or vegetables such as melon and cucumber. They develop their independence and social skills as they sit in a small group and share the food and pour their own drinks of milk or water from small jugs. Staff talk with parents about toilet training and will encourage and support children in this process. Nappies are changed regularly to keep children comfortable, and records are maintained.

Staff understand the need to prepare children for changes in their lives. When children join the nursery they find out detailed information from parents and arrange a gradual settling in period relevant to the child's individual needs. Staff talk with children about going to school and encourage their independence skills informally throughout the day. This helps children to be prepared for their next stage of learning.

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

The manager demonstrates a good understanding of the requirements of registration. All the required records are maintained. Staff demonstrate a robust awareness of safeguarding and the action to take if they are concerned about a child in their care. Appropriate policies and procedures support them in this role. Good care is taken to ensure staff are suitable for their roles as references and suitability checks are always undertaken. Risk assessments are completed for the premises and for outings.

The manager monitors the provision and is supported by a committee. Regular meetings and an annual appraisal help to ensure staff understand their roles and work as a team. The staff team plan activities and events taking into account children's interests and seasonal and cultural events. The manager works alongside the staff and monitors practice and the educational programme continuously. She reviews development records and termly summaries to ensure they reflect a high standard of practice. Positive relationships with the local authority adviser are helping the nursery to progress. They have a development plan, which is focused on key areas for development. This is gradually being achieved and new targets are emerging, indicating the staff's ability and desire to be a continuously developing environment. The views of parents are sought and valued.

A newsletter to parents each term contains valuable information of current issues and planned events. Good use is made of notice boards that provide a wealth of information about the nursery, the routines, and young children's learning and general childcare information. A sample of parents indicated they are very happy with the provision. They feel staff are helpful and approachable. All said their children enjoy attending and make good progress.

The nursery develops positive relationships with other professionals in order to promote the best opportunities for the children. For example, they have good links with the local school. They welcome the teacher to the nursery to meet the children who will be moving on to school. They form positive working relationships with children's services and participate in important meetings relevant to children in their care.

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	507936
Local authority	Hampshire
Inspection number	924194
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	33
Name of provider	Hook Village Nursery Committee
Date of previous inspection	14/02/2011
Telephone number	01256 761154

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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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