

Hayeswick Farnborough

Farnborough Methodist Church, Starts Hill Road, Farnborough, ORPINGTON, Kent, BR6 7AS

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are cared for in a very welcoming, secure and well-planned environment.
- All children, including those who are learning English as an additional language, are very well supported in their learning and development.
- Staff have an effective partnership with parents which contributes to providing a cohesive approach to children's learning and helps support them to make good progress.
- The leadership and management of the nursery is good, and there is a team approach to making continuous improvements in the nursery.

It is not yet outstanding because

- When asking children questions staff do not consistently allow them time to think or problem solve for themselves.
- Older children are not given consistent opportunities to develop their independence skills throughout the session, particularly during meal times.

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 activities with all age groups both indoors and outdoors.
- The inspector spoke with some parents to seek their views.
- The inspector and deputy manager completed a joint observation.
- The inspector sampled children's files, policies and other documentation.

Inspector

Tracey Murphy

Full report

Information about the setting

Hayeswick Farnborough was registered in 2013. It is one of two privately owned nurseries and operates from a converted church building in Farnborough, Kent. There is a secure outdoor play area. The nursery is registered on the Early Years Register. The nursery supports children with special educational needs and/or disabilities and those learning to speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Hours of operation are 8am to 6pm, Monday to Friday, for fifty weeks of the year. Children attend for full day care, as well as for sessional places. There are five staff who work with the children all of whom have early years qualifications, including one member of staff who has Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the consistency of staff questioning techniques to provide further challenge to children and enhance their thinking and problem solving skills
- increase opportunities for older children to enhance their independence skills, for example, by giving them more responsibilities and involvement during mealtimes.

Inspection judgements

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

Staff record observations of children's achievements identifying targets to share with parents so that there is continuity of learning. They provide parents with information during monthly topics and through regular newsletters to support children's learning. The management team support staff in completing the required progress checks for two-year-old children. This means that children's progress and next steps in learning are identified and regularly shared with parents to keep them involved in their children's progress.

Staff provide children with a range of activities that promote their learning. Staff talk to children as they play, extending their vocabulary and communication skills. Staff generally use good questioning techniques to engage children. However, staff do not always allow children thinking time to answer questions, or opportunities to develop their problem solving skills, before providing them with the solution. Therefore, children are not given consistent opportunities to trial and error their problems during play. Children have opportunities to count throughout the day. For example, during water play staff count with children how many cups to make the bottle full. This helps develop children's

mathematical language and understanding of mathematical concepts.

Children learn about different cultures and ways of living through celebrations of children's traditions at home, as well as positive images they see around them. Staff develop children's social and emotional skills as they teach about taking turns. For example, children take turns to add ingredients to the play dough mixture they are making. Children develop their physical skills while out in the garden, playing hopscotch, balancing along beams and walking from crate to crate. Staff are on hand to help younger children during this activity and, overall, allow older children to accomplish this themselves to foster a sense of achievement and confidence.

Staff are effectively deployed to supervise children well and support them fully with the activities they choose. Staff assess children's progress and record and identify areas to develop further. This identifies to staff where they need to encourage children's learning further. Staff share information with parents and provide verbal daily feedback. Staff also provide parents with daily diary sheets for those with younger children. This shows their care routines, activities they have enjoyed and how to support at homes. Parents with older children receive a weekly diary telling parents about targets, activities particularly enjoyed and how to support learning at home.

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

Children develop positive relationships with staff and friends. An effective Key person system is in place and staff have a good knowledge of what individual children like, need and their routine. Therefore, children form secure attachments with the staff. Staff plan individual and flexible settling-in periods for new children and parents, and parents are positively involved in this process. The key person system continues as children move through the nursery. This means children's smoothly move into and through the nursery. Relationships between staff and children are strong, and parents say children are happy and enjoy coming to nursery.

Snack and meal time are a social occasion where children and staff interact well. Children enjoy healthy meals and snacks are prepared on site. The cook pays careful attention to dietary requirements and promotes healthy eating. Staff support younger children to feed themselves, older children have their own table mats and help to set the tables with cups and cutlery. However, older children do not yet serve their own food onto their plates from the serving bowls as staff do this for them. Therefore, opportunities to enhance their personal independence and self-help skills are not promoted consistently throughout the day. Nonetheless, older children can pour their own drinks and fresh drinking water is available throughout the day in clearly labelled drinking bottles and cups.

Staff maintain consistent standards of hygiene throughout the nursery. There are good procedures in place to prevent the spread of infection. Children manage their own personal hygiene needs with support from staff. Children learn how to wash and dry their hands thoroughly and are beginning to know when and why they need to do this. Staff are positive role models and gently explain to children why we need to take turns, promoting

their personal, social and emotional development.

Staff promote children's self-confidence and communication as they respond to young babies facial expressions and provide narratives to their actions. Staff also support younger children at activities engaging them with language and gesture therefore sustaining concentration for extended periods of time. For example, younger children engaged at the water area are fascinated at the bubbles left inside their bottle once the water was gone. This means children are confident to explore from a secure base, knowing there is always a familiar adult for them to return to for reassurance. This promotes children's emotional well-being.

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

The management team and staff are motivated and communicate well together to promote the continual development of the nursery. Parents are also involved in this development process. There are good systems in place to develop improvements in staff practices as the management team monitor and evaluate this regularly through supervision and appraisals. This develops staff roles and helps to ensure that all staff understands their responsibilities. Staff hold regular meetings, attend a range of courses and update their knowledge by sharing their expertise within the team. This has a positive impact on the outcomes for children.

The management team and staff clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. The Manager is the designated person with responsibility for safeguarding and is confident in her role. All staff recently attended in-house safeguarding training to refresh their knowledge. All demonstrate that they are aware of the procedures to follow if have concerns about a child. There are robust recruitment systems implemented to ensure all staff working with children are suitable to work with children.

The management team have a thorough evaluation and monitoring system in place to assess children's progress. This tracking system allows managers to see at a glance any gaps in provision, differing gaps in groups of children achievements and support for key persons. Staff are given training opportunities and support to ensure their knowledge is current and revised. Staff carry out daily risk assessment and monitor the environment to ensure they maintain safety at all times for the children. The nursery practices emergency evacuation procedures with children and access to the premises is secure. The organisation of indoor and outdoor space and suitable deployment of staff means children are closely supervised at all times.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY472429
Local authority	Bromley
Inspection number	945159
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	18
Name of provider	Tracey Amanda O'Donoughue
Date of previous inspection	not applicable
Telephone number	01689856036

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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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