

Hickory House Nursery

Health Protection Agency, Porton Down, Salisbury, Wiltshire, SP4 0JG

Inspection date	04/07/2014
Previous inspection date	28/07/2010

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		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

- Staff demonstrate a good knowledge of their key children's development and interests and plan what they need to learn next effectively so they progress well.
- Staff are warm and supportive which enables children to become confident, self-assured and suitably independent, ready for the move to school.
- Staff foster strong links with parents and families, so parents are kept well informed about their children's care and development.
- Children's behaviour throughout the nursery is excellent because staff make their expectations clear, and establish routines that children understand and follow.

It is not yet outstanding because

- The quality of some teaching and interactions with the children is not of a consistently high standard.
- Staff do not always receive high-quality professional supervision.

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 spoke to staff, and some children and parents to gather their views.
- The inspector observed the children's activities in all areas of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector scrutinised a range of documentation.

Inspector

Emma Angel

Full report

Information about the setting

Hickory House Nursery opened in 1993 and registered with Ofsted in 2001. It is a rural workplace nursery run on behalf of Public Health England by Bright Horizons Family Solutions Ltd and is situated at Porton Down, near Salisbury in Wiltshire. It is open only to employees of the Defence Science and Technology Laboratory and Public Health England. The nursery operates from a single-storey, prefabricated building. There are four playrooms for children's use and children have access to enclosed outside play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 92 children on roll, all of whom are in the early years age group. The nursery is in receipt of funding to provide free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and those who are learning English as an additional language.

The nursery opens five days a week all year round apart from bank holidays. Sessions are from 8.15am to 5.30pm. There are 19 staff working with the children, of whom 14 hold an appropriate early years qualification, and one holds early years professional status. The manager and deputy manager are supernumerary, and there is an on-site cook.

What the setting needs to do to improve further

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

- ensure high-quality professional supervision is provided to staff by improving the systems for staff supervision and training so that it is sharply focused on the impact on children and raising the quality of teaching to a consistently high quality
- ensure the quality of teaching is at a consistently high standard by helping children make rapid progress through enhancing the staff team's ability to ask pertinent questions to provoke thinking while allowing, children time to provide thoughtful answers.

Inspection judgements

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

Children throughout the nursery make good progress due to the staff team's strong knowledge of their individual key children. Staff demonstrate a secure knowledge of the children's individual interests and stages of development, enabling them to identify and

support the children's next steps in learning and development. For example, staff in the Tittlemice room confidently identify which babies are currently walking or trying to and explain how they are supporting this physical development. Similarly, in the Tiggywinkles room a staff member explains aims for an older child as extending mathematical understanding by using addition and subtraction, showing staff have high expectations of children. Key persons complete regular observations of the children which they use to identify what children need to learn next. Development checks for children aged two years are completed in partnership with parents, who receive a clear written summary of their children's progress.

Staff use thoughtful interactions with the children to extend their learning. For example a staff member extends the children's creativity and critical thinking by using skilled questions about what they were building with the wooden blocks, such as 'What do you think that bit could be?'. However, the quality of teaching is not of a consistently high quality because staff do not always ask such pertinent questions or provide children with time to think carefully to provide thoughtful responses, in order to help them progress rapidly.

The nursery staff support children who learn English as an additional language well. Staff foster children's development of communication and language by talking to the children about what they are doing and extending their vocabulary. Staff introduce children to mathematical language during their play. For example, a staff member working with a group of children playing with toy farm animals talked about the size of the animals, whether they were big, small or medium, while grouping them according to size. Staff recognise the importance of developing children's early love of books. Children make strong progress with early reading skills as a result, and are able to retell stories. Staff teach them to sound out words and link sounds to letters, when ready. Such teaching helps children gain useful skills ready for their eventual move to school.

Children enjoy daily access to a large outside play area, which staff resource well. It is split into different areas for each of the age groups, which meet children's differing stages of development so they are challenged well in their physical development. Other resources are chosen to reflect the children's interests, which keeps them purposefully engaged. Staff equip each of the play rooms with age-appropriate furniture and resources. These cover all the areas of learning well, and are stored in low shelving enabling children to choose what they wish to play with. This arrangement promotes children's independence as learners. For example, in the Puddleducks room children practise walking and climbing on different levels and slopes, as they gain confidence in their physical skills.

Staff establish positive relationships with parents, and keep them advised of their children's progress. These help staff support children's personal, social and emotional development well, such as by arranging nursery rooms with family photographs to help children feel welcome and emotionally secure.

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

Staff provide a warm and welcoming environment and develop strong and supportive relationships with children and families. The parents report they are very pleased with the nursery. The nursery staff collect information about children's capabilities, interests and care routines when children start at the nursery. This means staff plan appropriate experiences for them from the time they start. They ensure continuity between home and the nursery, by following care routines. This approach helps children settle in well.

For the younger children aged under three years, staff provide parents with a useful daily sheet detailing their children's care routines and activities for that day. For all ages, staff make themselves available to talk with parents, which promotes good communications with their children's main carer. These strong links with parents help to support children at times of change, such as when they move between rooms in the nursery. Where children attend more than one setting, effective procedures mean information is shared about the child. The nursery feeds into a large number of infant and primary schools and works closely with them to support the transfer process through sharing information and, where possible, visits.

Healthy practices are supported by staff across the nursery, and the children remind each other of what to do, such as wearing sun hats. Staff expect children in both the Bobtails and Tiggywinkles rooms to serve their own food at meal times, which promotes their independence in preparation for school. Staff sit with the children during lunch and use this opportunity to discuss the food children are eating, to teach them what is healthy.

Staff demonstrate a strong understanding of safeguarding procedures and how to keep the children safe. Staff teach children about staying safe, for example, to keep on their shoes when climbing on the tyres outside, so they do not slip. Children throughout the nursery demonstrate a thorough understanding of expected behaviour and routines. They share toys and show concern for each other. Children are confident and approach adults for help when needed. Children show pride in their achievements and are eager to show staff what they have done. Children's behaviour is excellent.

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

The leadership team has just completed a nationally recognised quality assurance scheme through which the team has clearly identified suitable areas for improvement, in a detailed development plan. This shows the leadership team has a clear vision for the nursery's development and is determined to drive improvement. The leadership team ensures the requirements of the Early Years Foundation Stage are met, including those for learning and development.

Staff engage in monthly one-to-one supervision meetings with their room leader, who monitors and supports staff practice effectively. However, staff do not receive high quality professional supervision which is sharply focused on raising the quality of teaching, such as through constantly identifying all staff's training needs. Staff undertake relevant further qualifications to develop their knowledge.

The provider has robust recruitment procedures to keep children safe, with all new staff undergoing a thorough induction. Staff understand and implement a robust safeguarding policy and procedures, which ensure children's safety. The nursery leadership regularly reviews safeguarding practice, prioritising children's safety

The special educational needs coordinator liaises closely with all concerned with children who require extra support which helps ensure these additional needs are met. The staff engage well with all parents through effective two-way communications that ensure all children's needs are met well.

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	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	EY305830
Local authority	Wiltshire
Inspection number	827110
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	92
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	28/07/2010
Telephone number	01980 612634

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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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Piccadilly Gate
Store St
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M1 2WD

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