Hayeswick
33 Addington Road, West Wickham, Kent, BR4 9BW

<table>
<thead>
<tr>
<th>Inspection date</th>
<th>02/09/2014</th>
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The quality and standards of the early years provision

This inspection: 1
Previous inspection: 1

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

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

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

The quality and standards of the early years provision

This provision is outstanding

- Children flourish in this well-organised, welcoming and inclusive nursery. They have excellent relationships with staff and each other.
- Children show very high levels of confidence and independence and are motivated to learn.
- Staff plan an extensive range of activities and experiences for children that interest and challenge them. Many children make rapid progress in their learning in relation to their age, starting points and capabilities.
- Partnerships with parents are exemplary and parents are fully involved in their child’s learning.
- Managers and staff are very committed to providing a high quality service. They monitor their practice very closely and take highly effective steps to ensure outcomes for children are excellent.
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 children taking part in activities indoors and outside and during mealtimes and care routines.
- The inspector had discussions with the manager, the deputy manager and members of staff.
- The inspector sampled records including safeguarding policies and procedures, staff suitability record, children's files, planning and self-evaluations.
- The inspector spoke to parents at the setting and read recent parent questionnaires and took account of their views.
- The inspector completed a joint observation of an adult-led activity with a senior practitioner.

Inspector
Rebecca Khabbaz
Full report

Information about the setting

Hayeswick Nursery registered in 2005. It is one of two privately owned nurseries. The nursery operates from a detached house in a residential area of West Wickham, within the London Borough of Bromley. Children are grouped in four base rooms over two floors. There are stairs for access to the first floor. An enclosed garden is available for outdoor play. The nursery is open each week day from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll, who are all in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children who have special educational needs and/or disabilities and those who are learning English as an additional language.

There are 20 members of staff who work with the children including the manager and deputy manager. There is one staff member who holds Early Years Professional Status (EYPS) and two staff members who have relevant level 4 qualifications. Eleven members of staff hold relevant qualifications at level 3, four have level 2 qualifications and there is one apprentice.

What the setting needs to do to improve further

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

- enhance the organisation of garden resources so that children can more easily find equipment independently.

Inspection judgements

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

Staff meet the needs of all children very effectively. They plan a rich and varied curriculum that helps children make very good progress in all areas of their development. They make sure that they have detailed information about each child's background, starting points and needs, so that they can provide high quality individual care. They ask parents to fill in comprehensive registration forms and talk to them to gather information while children settle in. Staff make regular and precise assessments of children's achievements. They use their assessments to successfully plan activities based on children's interests and needs. Staff work very closely with parents. They involve them in regular reviews of children's development and agree the next steps for children's learning with them. Parents' observations are also included in assessments so that staff can plan activities that build on the most recent information about what children know and can do. Staff provide parents
with a weekly or monthly planning sheet. This includes details of how parents can continue learning experiences at home or contribute to activities at the nursery. This approach is highly successful in involving parents in their child’s learning and promotes a consistent approach between nursery and home. As a result, children often make rapid progress from their starting points.

Staff have an excellent understanding of how to support children's learning through play. They teach children a wealth of skills and attitudes that prepare them very well for the next stage of learning and for school. They skilfully support children's language and communication development, using prompts such as a visual timetable for younger children and those learning English as an additional language to ensure everyone is included. They sing rhymes and share books with younger children, encouraging them to repeat new words. Older children confidently share their ideas at circle time and eagerly predict what will happen next in a story. Staff successfully engage children's interest in books by creating welcoming, comfortable book areas where children relax and talk to their friends. They make good use of daily routines to encourage children to solve simple problems, asking older children to work out how many more hammers they need as they help set out an activity and counting the steps with younger children as they walk down.

Staff give babies time and space to freely explore with all their senses during messy play activities. Babies explored foam and beans in a tray with their hands, feet and mouths during the inspection. They giggled with delight as staff talked to them about what they were doing and staff successfully held their interest by introducing new elements such as a bowl of water into the activity.

Staff offer children very good opportunities to initiate their own play, follow their interests and grow in independence. They engage children in activities that children are keen to take part in and want to build on afterwards on their own initiative. When the blue paint ran out in the preschool, staff encouraged children to mix some more paint themselves. They gave children guidance and encouragement as they experimented with different colours, encouraging them to persevere with the task until they were satisfied with the results. Children showed high levels of independence as they selected bottles and paint and squeezed the paint out on their own. Children later independently used the paint they had mixed themselves to make hand prints and paint pictures. After staff introduced younger children to magnifying glasses during a bug hunt, children were keen to continue using them to look at things closely and find insects all around the garden. Staff encourage children to use their imaginations by providing varied and interesting role play experiences. Children lined up chairs to create carriages for the role play train made of giant boxes and paint, acting out roles of passenger and train driver. Children benefit from a well-planned, balanced routine across the day and are very well occupied and stimulated.

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

Children thrive in this welcoming environment and form strong bonds with their key person. Staff greet children warmly as they arrive and are highly sensitive to their
individual needs. They support new children very effectively, making sure they follow young children’s home routines when they start. Staff successfully prepare children for changes and transitions in their lives. They ensure children regularly spend time in their new room before moving there permanently. This supports children’s physical and emotional wellbeing extremely well and they settle very quickly. Staff are warm, calm and patient in their approach. They provide consistent guidance for all children, make sure they are familiar with their expectations and support children to resolve conflicts themselves. As a result, children's behaviour is extremely good. They happily follow the daily routines, share and take turns with toys and equipment and show concern for their friends.

Staff create an interesting, well-organised play environment. They make sure that children can easily choose from an excellent variety of resources and play materials in their classrooms. Young children select materials to play with from low level shelves and baskets. This enables them to explore and initiate their own learning experiences. Older children show very high levels of independence. They get out equipment that they want to use, such as a pencil sharpener or a pot of paint and put them away when they’ve finished. An extensive range of resources is also available outside in the well-planned, stimulating garden. Occasionally, however, some equipment is not within easy reach of children so that they can readily select things independently as they play.

Staff supervise children vigilantly and pay very close attention to ensuring their safety at all times. They conduct daily checks of the premises and garden and made sure appropriate precautions are in place, such as safety gates. As a result, children move safely around the nursery. They develop an excellent understanding of risks and how to keep themselves safe. For instance, when building an obstacle course with the crates in the garden, staff encouraged children to think about how to make the structure steady and about where it would be safest to jump off. Children take part in regular fire drills so that everyone knows what to do in an emergency and staff increase these if there are any changes. For instance, extra drills took place after younger children were moved upstairs earlier this year to make sure everyone can follow the new procedures confidently.

Staff support children's understanding of healthy practices very effectively. Young children manage their own personal needs when they use a clean flannel to wash their face and hands after meals. Children quickly learn the routine for washing hands before eating and remember that they need to do this because of germs. Children help plant and grow fruit and vegetables such as tomatoes in the garden and then pick them for lunch. They benefit from freshly prepared, well balanced meals and snacks that meet their nutritional needs. During the inspection, older children served themselves chicken curry and rice and cleared their plates afterwards. Young children fed themselves with spoons and their hands with vigilant support from staff. Children play outside every day in all weathers as part of a healthy lifestyle. They have fun practising their existing physical skills and gaining new ones. They enjoy riding bikes, playing games with staff or navigating the big climbing frame.

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

Highly effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure children are cared for by appropriately vetted and qualified staff who are suitable to work with them. A thorough process for induction means that policies and procedures work very well in practice. All staff complete child protection training and know what steps to take if they have concerns about a child. Staff have a thorough understanding of their responsibilities towards the children in their care and the need to provide a safe environment. The management team has a very good understanding of the appropriate action to take if there are concerns about children or allegations against staff. They seek appropriate advice from the local authority designated officer when necessary. They are aware of their responsibility to notify Ofsted of any significant incidents or events. All required documentation that supports the smooth day to day running of the setting is in place and is well organised and comprehensive.

Staff work very well together as a team, sharing tasks and responsibilities effectively throughout the day. The management team closely monitor staff performance through an established system of staff meetings, supervision and appraisals. Staff have good opportunities to develop their skills by attending local courses and in-house training. They are involved in peer observations as part of the supervision process, which results in useful feedback and suggestions for improvements to practice. This supports staff's professional development and results in a well trained, effectively supported and highly motivated staff team.

Staff show an excellent understanding of the learning and development requirements. They deliver an interesting and stimulating programme of learning for children. Staff seek appropriate support and interventions where they identify any gaps or differences in learning. They plan and adapt activities very effectively according to individual learning style and needs. They work appropriately with other professionals if children have additional needs to ensure a consistent approach, which means they are able to support all children effectively. Staff and managers constantly reflect on their practice and review the provision to evaluate what they can do better. Since the last inspection they have developed and extended the outdoor play provision. As a result, children benefit from a wealth of exciting experiences outdoors that effectively support their learning. Recent developments include introducing more risky play activities for children and extending the phonics programme in the preschool room. Staff actively seek the views of parents and respond positively to their suggestions. For instance, by improving the notice board in the entrance lobby to ensure parents are always well informed.

Staff have very good relationships with parents. They talk to them every day to exchange information and provide both verbal and written feedback at the end of the day. Parents have access to a wealth of information through newsletters, monthly planning sheets that staff send home and the notice boards. Parents speak very highly of the nursery. They particularly value staff's individual approach to their child's care and believe that staff meet their child's needs extremely 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

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<tr>
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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

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<td>Number of children on roll</td>
<td>55</td>
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<tr>
<td>Name of provider</td>
<td>Tracey Amanda O'Donoughue</td>
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<tr>
<td>Date of previous inspection</td>
<td>03/09/2009</td>
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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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