

# Ham Drive Neighbourhood Nursery

Ham Drive Nursery School, Ham Drive, Plymouth, Devon, PL2 2NJ

## Inspection date

Previous inspection date

08/10/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

3

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 requires improvement

- Staff are caring and form caring relationships with children.
- The staff work effectively with the adjoining nursery school to help children move on to the next stage of their learning confidently.

### It is not yet good because

- Staff do not effectively use observation and assessment to plan activities which provide sufficient challenge and interest to meet children's individual needs to help them make progress.
- There is no area available for children to sit quietly and relax should they want to rest. This does not meet all children's needs.
- Planned activities, such as group times are not well thought through to enable all children to be fully involved and interested.
- Staff do not make suitable use of snack times to enable the younger children to develop their independence and self-help skills.

## **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 children engaged in activities indoors and outside.
- The inspector talked to children, parents, management and staff.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documents including policies and procedures, and children's developmental records.

## **Inspector**

Margaret Baird

## Full report

### Information about the setting

Ham Drive Neighbourhood Nursery registered in 2003. It is a maintained day care provision that is run and managed by the Governing Body of Ham Drive Nursery School. The nursery operates from designated rooms in the nursery unit and adjoining nursery school, in Plymouth, Devon. There is an area for outdoor play activities. The nursery is open each weekday from 8am until 5.30pm, except for Tuesdays when it is open until 4pm, all year. The nursery is registered on the Early Years Register. There are currently 46 children attending in the early years age range. There are five members of staff working with the children. The manager has a Foundation Degree and all other staff hold appropriate early years qualifications to level 3.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- use observations and assessments to provide enjoyable and challenging learning experiences for all children based on their individual interests, needs and stages of development
- consider the individual needs and ages of the children to ensure that they have opportunities to rest and relax should they feel tired or want to sit quietly.

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

- develop children's independence skills at snack time to support their self-care development
- develop the organisation of group activities by introducing additional resources during singing sessions to enable children to fully participate.

## Inspection judgements

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

Staff have a suitable understanding of the Early Years Foundation Stage. However, they do not use their knowledge to fully implement all requirements. Staff find out about children's current skills and abilities when they start at the nursery and carry out regular observations of children playing. Parents are encouraged to contribute to the children's learning and development records by sharing what they see their children achieving at

home. Observations are recorded in children's learning journals, but assessments are not used to identify children's next steps in their learning. Therefore, staff are not able to plan relevant activities and experiences to provide sufficient challenge and extend children's learning.. For example, activities, such as messy play, are not made to look exciting and inviting as staff do not add additional resources to create interest. This means that children soon lose interest and wander around the room. Consequently, children's progress is not consistent.

The indoor environment is safe, welcoming, with a suitable range of resources. However, resources are not used effectively to support and enhance development in all areas of learning. For example, staff do not provide enough space and opportunity for children to rest, relax and share books together. As a result, this does not meet the needs of children who want to rest, sit quietly or look at books. Staff provide opportunities for occasional visits to the local library, which helps children to find out about the local community and enables them to look at a wider range of books.

Staff interact well with children and provide support as they play. For example, staff encourage children to use their imaginations as they play in a water tray with boats and bubbles. Staff talk to the children, asking them where they think the boats are going. This helps to promote children's thinking and listening skills, as they listen and reply to the questions. Staff use simple mathematical concepts as they encourage children to compare the sizes of the boats, using relevant language such as bigger and smaller. Staff encourage children to develop their communication and language skills as they sit together and sing songs and rhymes. Most children enjoy this activity. However, this is not always sufficiently well planned. Therefore, the group of children taking part is too large, which means that some children are unable to hear or see what is going on. This means that they sometimes lose interest. Staff do not provide additional resources to enable children to play an active role and become fully involved. Therefore, not all children are able to fully enjoy the activity.

A dedicated outdoor space is being developed for the nursery children. However, while this is being completed, they are able to use the outdoor area of the adjoining nursery school. This provides a range of opportunities for children to extend their physical development. Staff support children well as they learn to climb, balance and run. Staff provide reassurance and guidance as they allow children to learn to manage risks for themselves. Staff praise children for their achievements, which enhances their confidence and self-esteem. For example, staff support and encourage children as they try to balance on play equipment. They provide just the right amount of support and praise children when they manage to balance by themselves.

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

Staff are caring and form secure relationships with their key children, supporting them in their growing independence and enabling them to begin to feel safe. Children seek out their special person when they need support and to show them their achievements. For example, a child who has managed to walk on small stilts unaided is delighted when her

key-worker praises her efforts.

Children are calm and relaxed, and behave well. Staff are positive role-models and support children as they play together, so that they begin to manage their own feelings. They encourage children to share and take turns, and act quickly when conflict arises. The nursery children have the use of a well-resourced outdoor area. However, this is shared with the nursery school children because the nursery's garden is still being developed. Children enjoy being outside, learning to use their physical skills to run, climb and play on the equipment provided. This supports their well-being as they play outside in the fresh air. Staff help children to learn about the importance of leading healthy lifestyles. Staff ensure that children wash their hands before meals and after messy play. They provide healthy and nutritious snacks, which children enjoy eating together. However, staff do not encourage children to become fully independent by involving them in the preparation of snacks, or pouring their own drinks.

The nursery shares a site with the nursery school and has good links to support children's move into the nursery school and the next stage of their learning. Staff in the nursery and nursery school work effectively in partnership so that children move on confidently. Staff ensure children gradually build their confidence by taking children over to the nursery school, which enables children to become familiar with their new surroundings. This promotes continuity to support children's ongoing learning and care needs as they move on to nursery school.

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

The nursery is undergoing changes to the environment. This has meant that not all aspects of the learning and development requirements have been met as the provider has been involved with the re-structure. The monitoring of the educational programmes and planning for children's next steps has not been rigorous or regular enough to identify the weaknesses. Therefore, staff have not been using observations and assessments effectively to plan for children's next steps in their learning. This means that activities and experiences offered to children have not been sufficiently planned to provide challenge and interest to consistently engage them in their play and learning.

Staff understand the importance of keeping children safe. All required safeguarding policies and procedures are in place. The head teacher is the safeguarding officer and the manager is the deputy safeguarding officer. Staff are trained in the Local Safeguarding Children's Board procedures so that they know the current legislation. Staff know the signs and symptoms and the procedures they should follow if they have any concerns about a child in their care. Staff carry out daily risk assessments to identify and minimise all possible hazards to children. They encourage children to take care, but allow them to develop their own sense of risk when exploring. This means that children learn to understand the importance of keeping themselves safe.

Clear policies and procedures for managing health and hygiene are in place. Staff have

current paediatric first aid certificates and are deployed well so that prompt action can be taken in an emergency situation. Staff understand their responsibilities for keeping children safe, the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met.

Recruitment procedures are thorough and ensure the suitability of each member of staff. Staff are supported through regular supervision and ongoing training. Staff attend joint training days with the nursery school, which enables them to enhance their skills and abilities. Staff are also responsive to children's needs when organising training and professional development. For example, they have identified communication and language as an area they need to develop in order to support children, so staff are planning to attend Makaton training. The self-evaluation system provides an overview of priorities for development. The manager and staff are reflective of their practice, and looking forward to implementing improvements. Previous recommendations have been addressed.

Parents are welcomed into the nursery, which supports children's well-being and development. Information and support is provided for parents and there is a nursery website, which also provides information to parents. Parents comment that they find staff very supportive and that their children enjoy coming to nursery. The head teacher, nursery manager and staff work together to improve the service provided for children and families. Staff have good relationships with the local authority and other professionals who work from the same site. This enables staff to seek support and guidance to enable them to care for children with special educational needs and/or disabilities. It also means that they can easily refer families who require additional support.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY292370
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	826964
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Plymouth City Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01752 366389

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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  
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