

The Nancy Harper Nursery

Inspection report for early years provision

Unique Reference Number	109961
Inspection date	16 March 2007
Inspector	Judith Reed
Setting Address	St Faiths Parish Hall, Back Street, St Cross, Winchester, Hampshire, SO23 9SB
Telephone number	01962 851947
E-mail	
Registered person	Mrs Janice Mardle & Mrs Elizabeth Crump
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Nancy Harper Nursery has been established since 1956 and registered since 1993. It is privately owned and provides sessional care from two rooms within St. Faiths parish hall in St Cross, Winchester. The nursery serves the local and wider community. A maximum of 48 children may attend the nursery at any one time. The nursery is open during term time Monday to Friday from 09:00 - 12:00 and 13:00 - 15:00 on Tuesday and Wednesday afternoons. All children share access to an outdoor play area.

There are currently 68 children from two to under five years on roll. Of these, 55 children receive funding for early education. The nursery is able to support children with learning difficulties or disabilities.

The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy as they are offered a nutritious snack of fruit during the session, with a choice of water or milk to drink. They are invited to come for their snack in small groups, by a member of staff, although some children say that they will come later. They enjoy the relaxed conversation around the small group during snack time. Children pass around the dishes of snack choices including raisins, cucumber, and carrot sticks. They help themselves to whatever they wish. Staff are aware of children's individual dietary requirements. Children learn the importance of healthy eating through a range of interesting activities linked to food, for example children make vegetable kebabs and grow cress.

Children begin to understand the importance of personal hygiene and keeping themselves clean. One child suddenly remembers they have not washed their hands, when sitting at the snack table, saying "I haven't washed my hands yet!" and staff send them to clean their hands. Children wipe their own noses with tissues and dispose of them in the waste bin. They use the toilet independently and have individual hand towels as well as hot air dryers to dry their hands. Staff clean the snack table with anti bacterial spray before each group comes to the table. A well stocked first aid kit is available and accidents are recorded and signed appropriately. Children's medication is stored in the kitchen and details are recorded in the medication book. Staff have taken further training to administer personal medication if necessary. Emergency medical consent is included in the children's initial registration form.

Children enjoy frequent opportunities for physical play. They have regular sessions of free flow play activities into the outside play area. Staff provide many physical play opportunities including riding bicycles, tricycles and scooters, or scooting sit and ride toys. Children build balancing courses with low level balancing beams. They kick and throw balls or use bats to hit balls. Children balance on wobble boards while passing a ball between their hands, showing high levels of concentration. They move around the outside area on a hobby horse and staff help them to learn the difference between a trot and a gallop.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have sole use of the church hall during the pre-school sessions. Two halls are available for the separate groups, with children able to independently access toilets and their coats. They use the front door to enter and leave the building with their parents and carers, at the beginning and end of the sessions. This door is locked and a doorbell is available during sessions.

Children take increasing responsibility for their own safety, through clear support and positive encouragement from staff. For example, staff invite children to help construct the course with the balancing beams. They are reminded to check they are fixed securely before beginning to walk along the boards. Children also learn that it is not safe to climb on the hand rails around the disabled access ramp, as they may fall. They learn about road safety through effective, planned themes. Staff carry out daily risk assessments around the building and remain vigilant throughout the sessions. Staff make the outdoor area secure, during outside play, with a temporary fence and bollards. A regular fire evacuation drill is practised with the children. The record of fire drills does not currently include an evaluation to further improve practice.

Children are offered a wide range of activities during each session. A choice of toys and equipment is available. Staff ensure toys are safe, suitable and clean for the children. An annual thorough cleaning programme is carried out during the summer holidays.

Children are safeguarded by the knowledgeable staff team. Staff are aware of their professional duty regarding child protection and would report concerns to the room leaders. A child protection policy is in place and the information required is available at all times.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Younger children attending shorter, afternoon sessions are gradually helped to settle into the routine of the nursery. The high ratio of adults enables the younger children to receive plenty of support when required. Children become totally immersed and involved in their learning because they have time and space to develop their own interests in sessions aimed particularly at these younger children. The activities provided encourage learning and development. Young children make extremely good progress because their senses are stimulated, for example, through different tactile experiences with trays of flour or wet cornflour soft modelling material. They build warm relationships with familiar adults and discuss the different animals placed in the tray of wet cornflour. Children dance enthusiastically to music and move around freely, following each other and clapping along with the tunes. Their confidence develops as they are encouraged and praised throughout their activities. Staff help children to listen very carefully by whispering to them and asking them to answer their names on the register. The whole staff team make informal observations of younger children and get to know them well.

Nursery Education.

The quality of teaching and learning is outstanding. Staff know individual children's needs very well. They act as key workers, assessing children's development and progress in the Foundation Stage curriculum. Planning is thoroughly discussed and developed during team meetings, using the staff's in depth knowledge of the children. Plans include long term themes and weekly aims which are clearly displayed for parent's information. The owner/supervisors ensure all areas of learning are included in the plans and provide focussed activities for the children each day. A member of the staff team assesses each child's skills, knowledge and concentration levels during the focussed activity and this information is used to build the record of achievement. Key workers also make incidental notes when observing children, to add to these records. The records of achievement show clear progress and development throughout the time at nursery. There is an excellent balance of adult-led and child-led activities, allowing children to contribute actively to their learning and to pursue interests at their own pace. Children respond enthusiastically to challenges because teaching provides realistic and achievable challenges for all children, for example they create small scarves from paper and wool, with tassels at each end, showing fine motor physical skills as well as careful concentration.

Children feel valued and important as staff interact effectively, particularly as each child is individually welcomed by name. Older children enter very confidently as they are extremely familiar with the setting and staff have spent time ensuring they are well settled when they are younger. Children move through the nursery rooms as they grow older. They have a sound relationship with the staff and other children of the same age who move along with them. Children are free to choose whether to participate in adult-led or self-initiated experiences, indoors or outside. Personal, social and emotional development is particularly strong as the children are comfortable and settled in the nursery environment. Children join in an innovative

turn taking game, where they name another child to shake hands with and say a polite "Good morning". This also helps children to know one another's names and have good manners.

Children relish sharing books, stories, songs and rhymes. They look at books for pleasure and take a quiet moment to sit and look through a whole book "reading" the story to themselves. They also join in singing songs at the end of the session after whole group story time. Children are encouraged to find their own name from a tray and hang it on the "Who's here today?" board. Children enjoy making marks, using hands, fingers, paintbrushes, crayons. They make every effort to write their names inside greetings cards and use pencils to write short notes to one another. Children are encouraged to practise counting at every opportunity. Staff ask children to help count how many children are at the snack table and therefore how many cups are required. They also recognise and count numbers from a chart on the wall.

Children are enthusiastic in their creative play. They join in imaginative games with their friends, creating scenarios in the home corner, as well as with small world equipment. A group of children create their own story using plastic animals, fences, buildings and hills with caves. They hide the animals and talk to each other about hunting for them. Other children play Mummies and Daddies and invite new friends to join them. They use the cooker to prepare food for their baby dolls and then take them for a walk around the room with the push-chairs. Children have knowledge of the wider world around them. They look closely at a globe and discuss the different countries. Children learn about different cultures and which fruits grow in different countries and climates, linking this into a healthy eating topic.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals with unique personalities. Spiritual, moral, social and cultural development is fostered. Children develop an awareness of their local community, the country and the wider world through a wide range of planned activities such as acknowledging the festivals of Christmas, Diwali and Chinese New Year. Children use a variety of equipment which reflects diversity including books, dressing up clothes, small world toys and foods in the home corner.

Children behave very well and understand the routine of the nursery. Staff are good role models who are quiet and polite at all times. Children's efforts are rewarded with praise, enhancing their confidence and reinforcing good behaviour. Politeness and good manners are highly regarded. Children say please and thank you and learn not to interrupt. Daily small and large-group activities teach children to play cooperatively, take turns and share.

All children are valued and staff know and understand their individual needs well. Staff work closely with advisors from the Local Authority and therapists to support children's individual requirements. They are well trained and experienced in supporting all children. Individual learning plans are used to help children with disabilities or learning difficulties to develop skills according to their own abilities. Parents are kept informed at all times.

Partnership with parents and carers is good. Children are well cared for due to regular informal and formal communication between parents, carers and the staff team. Parents are very happy with the care and education the children receive in the nursery. They feel that the nursery is consistently warm and welcoming to families. Parents state that children are secure and confident because of the gradual settling in policy of the nursery, as well as the excellent standards of care. Parents are aware that they may talk to staff before and after the sessions. When children

commence at the nursery the owner/supervisor spends some time going through routines and policies with the parents and carers. She ensures they are aware of the children's achievement records which they can access at any time. She also makes parents and carers aware of the six areas of learning and the planning information available to them on the notice board. Parents and carers receive regular newsletters which include information regarding term dates, health and safety information and special occasion dates. Parents are invited to meet key workers to discuss children's progress. Parents and carers are given a prospectus when children start and are made aware of the policies and procedures in place. A written complaints record is available to parents and the complaints policy includes details of the registering authority.

Organisation

The organisation is good.

Children are cared for by suitable and well qualified adults who assess and manage risks effectively, and are committed to continual improvement. Training is valued and staff access local short courses on a regular basis. Staff keep up to date with their training in a range of childcare issues, including first aid. Children are safeguarded from harm because the setting ensures that all adults are properly vetted and suitable recruitment procedures are in place.

The nursery is well organised into two separate room groups by the two owner/supervisors. Children contribute actively to their learning and pursue interests at their own pace. They make choices about their own activities. The setting meets the needs of the range of children for whom it provides. Visitors and staff sign in and out of the premises on appropriate recording sheets. Times of arrival and departure of the children are not clearly recorded in the daily registers of both rooms, as required. Children who leave the premises early with their carers are marked out on a separate sheet of paper. Staff currently have to check all sheets to find out who is present in the setting.

Leadership and management is good. The two owner/supervisors ensure that staff are involved in regular staff meetings. They discuss planning and children's development in these meetings. An overall evaluation of the planned week is completed, although this does not include information about children's achievement according to the stepping stones of the Foundation Stage. New staff receive induction, and regular appraisals. The whole staff team receive annual appraisal and the current system is undergoing a review, to link into recently revised job descriptions. The supervisors carry out the appraisal and include observations of staff as well as discussion regarding ongoing training requirements. Senior staff join in local cluster meetings with other groups and schools. Most of the staff team have worked together for many years. The whole staff group support one another well and work as a team. They move around the inside and outside play areas as they are required according to the numbers of children present. Individual staff members are aware of their duties by referring to the staff deployment schedule.

Improvements since the last inspection

At the last care inspection the setting was asked to provide individual hand drying facilities for all children and to record the times of arrival and departure for both children and staff.

Children have the opportunity to use individual hand drying sheets or hot air dryers after they wash their hands. The register does not include clear times of arrival and departure of children and this remains a recommendation. Staff register themselves in and out of the building.

At the last education inspection the setting was asked to give consideration to developing current systems to allow parents to contribute further and share information about their child.

Parents contribute information about their child when they commence at the nursery. Informal information is passed between parents and staff on a regular basis. Parents are offered every opportunity to see individual records of achievement and meet with key workers whenever they require.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review registration arrangements to ensure all necessary information is included in daily registers
- evaluate fire evacuation procedures to improve practise

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop regular evaluation of planning to include overall children's achievement in the stepping stones of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk