

Red Hen Childrens Day Nursery & Kidz Crew Out-of-School Club
Inspection report for early years provision

Unique Reference Number	EY279807
Inspection date	12 October 2007
Inspector	Sara Louth
Setting Address	Manor House Farm, Reston Road, Legbourne Louth, Lincolnshire, LN11 8LS
Telephone number	01507 603535
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Registered person	D R Harrison Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Red Hen Children's Day Nursery and Kidz Crew Out of School Club opened in 2004. It is privately run and operates from converted farm buildings adjacent to the owners' home on the outskirts of the village of Legbourne, Lincolnshire. There is a fully enclosed central courtyard for outdoor play which can be directly accessed from all the play rooms. There is also a separate mound area with vegetable patch and a further enclosed paddock area where children are able to access animals and nature walks.

A maximum of 72 children may attend at any one time. There are currently 98 children on the nursery roll aged from four months to four years and 12 children on the out of school club roll. Of these 26, receive funding for early education. Children attend for a variety of sessions and come from a wide catchment area. The nursery is open each weekday from 08:00 to 18:00 all year round except for public holidays and Christmas week. The out of school club is open 08:00 to 09:00 and 15:30 to 18:00 during school term-time and 08:00 to 18:00 during school holidays.

There are 18 staff employed to care for the children plus two cooks and a part-time cleaner. Of these, 17 hold appropriate early years qualifications and eight are working towards further qualifications.

The nursery is a member of the National Day Nurseries Association, Children's Links, Early Years Outdoors and 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is consistently promoted extremely well through staff implementing excellent health and hygiene routines. No outdoor shoes are worn in the baby room or on the carpeted areas of the other rooms to ensure carpets remain clean to protect children's health. Children are encouraged to bring their own toothbrush and toothpaste and they learn the importance of good personal hygiene habits through brushing their teeth daily after lunch. They consistently carry out hand washing before eating and baking and after messy play and using the toilet. Wipes are used in the younger children's rooms and older children are encouraged to become independent with their personal care. They are reminded through the daily routine to wash their hands or blow their noses and staff explain the reasons why, giving support where required. Premises are kept very clean since staff carry out daily cleaning routines including hoovering and the cleaner works every evening. Policies such as medication and sick child are in place contributing to children's health.

Children's dietary needs are actively and fully met through regular snacks and meals that take account of their individual requirements. They are involved with the whole meal process from growing the vegetables in the garden, gathering in the ripe vegetables and preparing them for the meal. Children help to peel the carrots and make lunchtime meals such as fish cakes and Manchester tart. Their positive interaction and involvement with the whole food journey excites and encourages them to try a wider variety of tastes and textures. All food provided by the nursery is made by their own cooks who use only fresh ingredients and local produce with nothing artificial added for the benefit of children's healthy development. All staff who enter the kitchen have food hygiene certificates. Children enjoy snacks mid-morning and mid-afternoon consisting of fresh or dried fruit and breadsticks. Lunch is a hot meal followed by pudding and tea consists of freshly made sandwiches. Babies enjoy the same food as all the other children eating freshly made purees. They sit in highchairs with older children to make meal times a positive, sociable experience. All children are provided with bowls, plates and utensils to meet their developmental needs and staff encourage their skills so they eventually progress from using a spoon to a knife and fork. Staff sit with the children to eat enhancing the family atmosphere and social occasion. Milk and water are the only drinks provided to protect children's dental and general health. Allergies are clearly displayed and all staff know the routines of how to keep each child healthy.

Children benefit strongly from the healthy lifestyle provided by the nursery who ensure children get plenty of fresh air and exercise. They play outside in all weathers, wearing waterproof dungarees, all weather hats and wellies provided by the nursery to keep them warm and dry. In better weather the children enjoy free flow play choosing whether to use activities inside or outside. Children develop their whole bodies through running, walking and climbing. They use ride on toys in the courtyard, play aiming games and kick large balls showing developing control and the ability to negotiate space. Babies and younger children have their own space in the

courtyard where they can develop skills safely at their own speed. They enjoy rolling balls, climbing up and sliding down equipment and play in a pop up tent and sandpit. Staff give plenty of support and encouragement allowing time for skills to be practised and developed. Children rest and sleep according to their needs and are checked regularly.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a very safe and secure environment where staff take positive steps to minimise risks. The nursery building and outdoor areas are highly suitable for their purpose having clearly defined areas for children of different ages thus ensuring they are only able to access suitable and safe equipment. Sliding doors prevent children accessing other areas and all safety equipment is in place. Entrances are kept secure and there is a double door monitored system for gaining access to the nursery. Fridge temperatures are recorded daily and fire safety equipment is checked regularly. Fire drills are carried out at least every term. On the day of the inspection the fire alarm was unintentionally triggered. Staff calmly and quickly evacuated the nursery in less than three minutes, children remained settled and quiet, the whole process proceeded smoothly demonstrating very good knowledge and understanding by children and staff of what to do in the event of a fire and protecting all from harm.

Children do not access the laundry room, staffroom or kitchen to ensure their safety. The premises are risk assessed and staff carry out daily safety checks. The proprietor carries out outdoor checks and room leaders complete opening and closing checks which are all recorded and signed. Clear policies and procedures are in place and well-implemented being read and understood by all staff ensuring children's safety. Children are kept safe on outings such as to the field and woods since staff complete a health and safety risk assessment prior to each visit including time due back and contact number. A first aid kit and mobile phone are always taken in case of emergency. Children who attend the Kidz Club are kept additionally safe when walking to and from school through they and the staff wearing high visibility jackets.

There is a welcoming, bright and stimulating environment provided for the children. Children's work is displayed attractively to reinforce their learning and show their efforts are valued. The rooms are set out with excellent use of space enabling children to move around freely and safely encouraging independence to access their own learning. Babies have lots of room to crawl and have plenty of equipment providing them opportunity to pull themselves up to standing. A wide variety of clean, bright, well-maintained resources are placed on the floor for easy access and to encourage movement from one area to another. Older children have child-sized furniture and resources stored within reach in clearly labelled baskets which they confidently access for self-chosen play activities.

Children are very well supervised at all times since staff deployment is excellent. They work very well together as a team and constantly communicate in order to meet all children's needs. Children learn how to keep themselves safe since staff are always talking about how to keep safe and they explain the reasons why certain behaviours are unsafe, such as running with crayons. They develop very good understanding of safety rules.

Children's welfare is fully and effectively safeguarded as there is a named child protection person who has attended safeguarding training. All room leaders have attended child protection training Level 1 and the manager and deputy have attended Level 2. All staff have read the child protection policy and have a clear understanding of their roles and responsibilities with

regard to child protection issues and procedures. The child protection policy is shared with parents and reflects current local procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They enter the nursery eagerly and happily begin to play with activities. A wide variety of activities are planned for the children and children also choose which resources they would like to play with for child initiated activities. Planned activities are supported by a good range of resources such as fossils and leaves collected on a walk. Each room plans activities for their children under the umbrella topic, this month being 'Dinosaurs'. Planning for children aged three and under is linked to 'Birth to three matters' guidance and staff ensure activities are at the right developmental level for children to achieve. Staff are well-organised and sensitively support children accessing activities designed to promote their development and learning.

Children have positive learning experiences outdoors and indoors. Creative environments enable imagination and lots of interaction and conversation between children and with staff. Children understand the routines of the nursery. They join happily together for group activities and confidently move from the inside environment to the outside environment and vice versa. Young children have regular messy play, for example, with foam and baked beans. They remain motivated and occupied with the rich variety of activities provided. Staff constantly evaluate the activities to provide the best outcomes for children.

Nursery Education

The quality of teaching and learning is good. A good balance of adult-led and child-initiated play ensures children are motivated and engaged in a range of developmentally appropriate activities. Staff have good knowledge of the Foundation Stage and plan activities balanced across all six areas of learning. They use a wide range of teaching methods such as modelling and effective questioning to develop children's learning. For example, asking children why they think a puppet is called 'Mr Shape' and showing them how to draw a triangle and count the sides. These methods encourage children to persevere and maintain interest in activities.

Staff plan as a team for their own rooms and planning shows good awareness of how children learn. Plans are well thought through with detail. There are six adult-led activities planned each week to focus on a stepping stone from each area of learning. Staff write observations on the children who access the focused activities and evaluate each activity to inform future planning. Staff's use of time and resources is very good enabling children to achieve. For example, children participate in a range of hands-on learning experiences, they are allowed freedom of choice and time to explore and develop their knowledge.

Assessments of children are thorough and observations include useful information and cover every area of learning. Staff know the children well through talking to parents and the staff in the previous room. They assess the level the children are at when they join the pre-school room. Observations and assessments are used to inform future planning, children are highlighted on plans to show who needs more challenge and who needs more support making learning individualised to move children on to their next steps in learning. Children show they make good progress from their entry point during their time in the pre-school room. However, assessments show gaps in achievement in areas of mathematical development.

Children remain occupied and involved throughout the day with self-chosen activities. They have a positive attitude to learning and confidently talk to their peers and adults. Children are enthusiastic and enjoy exploring their ideas and express themselves imaginatively. Staff sensitively join in with their play and extend their learning following on from their individual interests. For example, one child playing with bricks is joined by a member of staff who encourages the building of a really big tower and colour recognition of the bricks used. Children enjoy all areas of learning and make progress. They show excitement to be outside. Children occasionally work in small targeted groups with a member of staff who undertakes activities designed to promote identified areas of their development such as confidence or concentration.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting. They are very settled since they benefit from good, close relationships from staff who know them well and they have time to familiarise themselves with the setting through a relaxed settling in process at the child's own pace. Children's individual needs are met well as staff gather all necessary information about the children, their abilities and requirements at the start and at each subsequent stage as they move through the setting. All children are treated with equal care and concern. Staff are aware that some children may have learning difficulties and/or disabilities. They are happy to work in partnership with parents and other agencies to support children. Staff have a positive attitude to adapting the setting to meet all needs.

Children's spiritual, moral, social and cultural development is well fostered. They are eager to play with other children and join in activities, developing good relationships with staff and children. They bring items from home to show and tell which promotes their self-esteem and encourages verbal communication with others. They have freedom of choice over the areas of the setting they wish to play in and resources they wish to use. Children show enthusiasm to play outside and go for walks. They actively and happily help with preparing for lunch, help others tidy and take turns on games and equipment. They are learning right from wrong through good staff example and explanation and learn about different emotions. Children take their turn at snack time and learn about the wider world in meaningful ways such as being involved in the whole food process from garden to plate and learning about festivals. Children's behaviour is good because staff use a positive approach by praising regularly and using encouragement to develop children's self-esteem. Staff have good understanding of effective behaviour management strategies to ensure children's welfare and development are promoted and are good role models.

The partnership with parents and carers is good. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Parents are kept informed of relevant information regarding the setting, its policies and procedures verbally and through information displayed in the nursery. However, the information regarding contact details for any complaints are not yet updated and the parent handbook does not include any information about the curriculum.

Children benefit from the good relationships fostered with parents and carers, and staff encourage them to take part in their children's learning. Staff are available at the beginning and end of every session for exchange of information and supply parents of younger children with an informative daily individual sheet. Parents are well informed about their children's achievements and progress through their records which are shared with them. Parents are very

pleased with the nursery provision and say how happy their children are. However, there is no written information regarding the Foundation Stage Curriculum in the parent handbook.

Organisation

The organisation is good.

Children are relaxed and happy in the setting. They approach staff for cuddles if required or to talk to them. Children are very well cared for by dedicated, well qualified and experienced staff who work very well together as a team and have good knowledge and understanding of child development. They have high regard for the well-being of all children. The very well-organised environment and beneficial staff deployment provide children with the best experiences possible thus enhancing children's enjoyment and achievement and their ability to take an active part in the setting. Sessions are well structured with clear routines which help children settle and become confident.

Children are well protected since consistent vetting procedures are in place and the clear, well-presented policies and procedures work in practice to promote children's good health, safety, enjoyment and achievement. The high adult to child ratio positively supports children's care learning and play and group sizes with good staff deployment contribute well to children's ability to take an active part in the setting. For example, helping prepare cooked lunch for everyone. All required documentation is in place, most of it updated in line with current practice and legislation and contains the required information. Overall, children's needs are met and promoted.

The leadership and management of the setting is good. Staff are committed to working together for the continual improvement of nursery education and there is a clear shared vision of success, being happy children who can socially interact, start school positive, secure and have a depth of knowledge. The setting has clear ideas for moving forward and continually strives to improve through constantly monitoring and evaluating the effectiveness of the provision, taking action as required to enhance the quality of children's care and learning. Staff make good use of external agencies and training opportunities to keep abreast of any changes and have built close links with the local schools and reception teachers to aid children's transition. There is a regular appraisal system for staff in place for staff to develop individually for the benefit of children's learning.

Improvements since the last inspection

At the last inspection the provider was asked to ensure parents sign the record to acknowledge that medicine has been administered to their child.

An updated form is now in place. Two signatures are obtained from parents, prior to and after administration of medicine. This ensures children's safety.

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.

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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):

- ensure the information in the parent handbook and complaints policy is up-to-date.

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):

- develop the assessment and planning systems to ensure all children can achieve appropriately in all areas of their learning
- develop the information given to parents to ensure they are all aware of the Foundation Stage Curriculum, how their children are progressing towards the Early Learning Goals and how they can be involved in their learning.

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