

Hampton Nursery

Inspection report for early years provision

Unique reference number EY282455
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Inspector Carol Johnson

Setting address Hampton Nursery, 26 Browns Lane, Knowle, Solihull, West Midlands, B93 9BE

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Hampton Nursery is privately owned and has been operating from these premises since 2004. It is situated in converted business premises on a corner plot in Bentley Heath, Solihull. Provision for children up to the age of approximately two years and six months is on the first floor and there is no lift access. There is a fully enclosed garden available for outside play. The nursery serves the children from the local and surrounding areas.

The nursery is registered to care for a maximum of 38 children aged birth to 5 years at any one time. The nursery is open between the hours of 08.00 to 18.00, Monday to Friday all year round, except for bank holidays. There are currently 50 children on roll. The setting currently supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 13 members of staff who work directly with the children. Most staff hold recognised early years qualifications and the pre-school coordinator is a graduate in Early Years and holds Early Years Professional Status. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

The provision effectively protects children's welfare and staff ensure that diversity is recognised and valued. A calm, caring and welcoming atmosphere is evident throughout the nursery. Staff successfully promote all aspects of children's welfare and learning and know the children well. Formal systems used for planning, observation and assessment have been recently reviewed and staff are currently developing methods and adjusting to these changes. The partnership with parents is good but strategies for actively involving parents and for forging links with other early years providers are not thoroughly developed. The provider has a positive attitude towards continuous improvement and demonstrates a clear understanding of the strengths and areas for development within the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop strategies to improve partnership working with parents and other settings
- develop systematic observations and assessments of each child's achievements, interests and learning styles in order to support their progress towards the early learning goals

The leadership and management of the early years provision

Children are effectively safeguarded because leadership and management ensure that all risks to children are promptly identified and minimised. Robust recruitment and vetting procedures ensure the suitability and qualifications of all staff. Children's welfare is effectively protected because staff demonstrate a sound knowledge of child protection issues and the Local Safeguarding Children Board procedures. All children are celebrated for their individuality.

Staff are enthusiastic, committed and actively strive for continual improvement. Thorough self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users. All recommendations raised at the last inspection have been suitably addressed.

The nursery has a high level of experienced and qualified staff. A wide range of training courses have been attended by the manager and her staff team and this helps to improve their everyday practice and enhances their existing knowledge of relevant subjects. All staff are first aid trained and some are qualified midwives and nurses. Support, as necessary, is actively sought from other professionals including health visitors and local authority teacher support. Any advice given is promptly used to enhance children's welfare and development. Most staff have been employed by the provider for a considerable length of time and this offers reassurance and consistency for children and their families.

An effective key person system is in operation and this means that close relationships exist between staff and parents. Staff know and understand individual children's personalities, they recognise when children are tired, frustrated or hungry and respond appropriately and promptly. Staff work with parents to support weaning, potty training and the transition between the various rooms in the nursery. Staff and parents communicate on a regular basis and written policies and procedures are easily accessible. Notice boards and newsletters provide parents with a wealth of information and the nursery has its own website. Parents are regularly asked for their views and a number of strategies are being considered and developed to help strengthen partnership working between the provision, parents and other professionals. Parents comment very positively on the care and education their children receive. However, a number of them say that they would like some information about their child's welfare, progress and achievements to be shared differently and management is already looking at ways to address this issue.

The quality and standards of the early years provision

Children are making good progress in all areas of learning and their welfare is effectively protected. Staff demonstrate a very caring and child-centred approach to their roles and children are happy and settled. Older children are beginning to form strong friendships with their peers and demonstrate good levels of self-esteem and independence. Staff manage children's behaviour well and through

positive role modelling encourage children to use good manners and show respect for people and property.

Staff provide all children with a wide variety of experiences and play opportunities that help to develop their skills and knowledge. These include a good balance of adult-led and child-initiated activities, both indoors and outside and good quality resources are plentiful and easily accessible. Staff plan as a team, swapping ideas and sharing observations and they regularly consult children about the resources they would like out and the things that they would like to do. Consequently, activities accurately reflect children's interests and preferences and are flexibly based around what children already know and can do. However, systems to observe and assess children's achievements, needs and learning styles are still being developed and this means that children's individual learning and development needs may not be fully recognised or accommodated.

Children of all ages enjoy a variety of tactile experiences such as corn flour 'gloop', water and sand. They experiment with paints and collage materials and their creations are proudly displayed around the nursery adding to the bright and welcoming environment. Physical activities are provided on a daily basis and the recently improved outdoor area contains a wealth of equipment to help develop children's physical skills and confidence. A canopy offers additional protection during sunny or inclement weather. Children go out for walks in the local environment and road safety is actively encouraged through example, discussion and planned activities.

Pre-school children demonstrate good levels of independence and they choose activities and resources with confidence and purpose. A computer is easily accessible and used regularly by the children. More able children can follow on-screen instructions and use the mouse with purpose and direction. Children are starting to recognise and write some letters and words and older children competently and eagerly write their own names on their artwork. Children show an avid interest in books and look at them both independently and with staff members. They listen to staff and others during group times and understand that they need to share and take turns in their play. Children are learning about the wider community through everyday discussions, planned activities and having access to resources that positively reflect diversity. Children are learning to value their own and other cultures and staff encourage children to talk about home life though bring items from home to share during 'show and tell'. Spanish lessons are provided for three-year-old children and this helps them to explore language and communication in a fun and relaxed manner.

The nursery is well organised and staff provide children with plenty of time and appropriate resources to successfully explore, experiment and learn. Staff are suitably deployed and adult to child ratios are met. Safety and security is given a high priority and staff are vigilant and aware of their individual and collective roles and responsibilities. Children are provided with a varied diet that helps to ensure that they obtain the wide range of nutrients they need to develop and stay healthy. Planned activities help children to develop an understanding of healthy eating. Their health is protected because several staff have attended food hygiene training and suitable hygiene and hand washing procedures are always followed.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.