

Hatfield Nursery Limited

Inspection report for early years provision

Unique reference number EY259812
Inspection date 16/08/2011
Inspector Leorna Mathias

Setting address 9 St. Margarets Road, Torquay, Devon, TQ1 4NW

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Type of setting Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hatfield Nursery was first registered in October 2003 and is set in a large Victorian villa in Torquay. It is located near to the St Mary church area and is just on the boundary of the Torquay Sure Start zone. The nursery is arranged over two floors, with children under two years of age accommodated on the ground floor, to which there is level access, and children over two years on the first floor. There are dedicated base rooms for different age bands as well as shared areas, such as a soft playroom and outdoor play area. There is a large secure garden to the rear for outside play.

The nursery is open from 7:30am to 5:45pm, weekdays throughout the year. The nursery offers after school and holiday care for children up to the age of 10 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery may care for no more than 69 children, including no more than 39 children in the early years age range, and of these, no more than 21 may be under two years of age, at any one time. There are currently 114 children on roll, 78 of whom are in the early years age group. Children are attending with special educational needs and/or physical disabilities. There are 15 members of staff working directly with the children. Two hold Early Years Professional status, one is a qualified teacher, 11 hold a qualification at level three and the remaining member of the team is currently working towards a qualification at level three. The nursery also has an owner/administrator and a chef. The nursery is privately owned and managed, and is one of the Torbay Neighbourhood Nurseries. The nursery is a member of the National Day Nurseries Association and is currently undertaking an externally-audited quality assurance programme, the Bristol Standard.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for by staff who work hard to create a secure and welcoming environment. The particularly able leadership team have created a strong vision for the work of the nursery and this has been adopted by the committed and professional staff team. Senior managers are well able to reflect upon and evaluate the nursery provision. They can readily identify areas, such as the improvement of some parts of the garden and its safety, where change can bring a further increase to the quality of the provision. All children are enthusiastic participants in their own learning, as they enjoy making use of the wide range of resources on offer and willingly join in with adult-led activities throughout the day.

What steps need to be taken to improve provision further?

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

- improve risk assessment to cover anything with which a child may come into contact, with particular regard to the garden area

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded through a broad range of measures. A robust child protection policy is in place, and all staff demonstrate a secure understanding of their role. Beyond this, the leadership team have developed effective partnerships with local agencies in order to support children with specific safeguarding needs. The security of the premises is also well maintained, with an electronic card entry system for families, and a clear understanding that parents are not to let other visitors into the building. Recruitment procedures for new staff are thorough and further underpin the success of the leadership team in terms of creating a safe environment with appropriate adults caring for the children. Risk assessment procedures are generally effective throughout the premises. However, they do not cover everything with which children come into contact. There are minor hazards in the garden area, such as litter and discarded pens, that could pose a risk to children. Plans for dealing with emergencies, such as fire, are strong with regular, fully-evaluated drills and equipment checks carried out.

All staff demonstrate a commitment to the ongoing improvement of the nursery provision and their own professional development. For example, all are contributing to the recently begun externally-audited quality assurance programme, and all participate in regular training opportunities, both in house and elsewhere. Staff are also clear about their duties and responsibilities, and deploy themselves well throughout the day. The leadership team demonstrate a particularly strong ability to evaluate practice and communicate their vision for the nursery, recognising where improvements are either necessary or would further enhance the quality of provision. For example, one very able practitioner is developing the skills of all staff in terms of identifying next steps in individual children's learning journeys. Resources throughout the nursery are of pleasing quality and are well used by all. For example, babies and very young children make regular use of a well-equipped sensory room, and all children enjoy the large equipment available in the outdoor area. A genuinely inclusive approach has been adopted by all adults working with children. Children participate in regular activities that promote their understanding of both the wider community to which they belong and the diversity of the world in which they live. Children's own family experiences are drawn upon to create meaningful learning opportunities, and all staff participate in training that enriches their capacity to meet individual needs. For example, a recent focus on how boys learn and use role play to gain an understanding of the world around them, has brought greater understanding to all about how boys sometimes learn in different ways to girls, and thus require different kinds of support from the adults working with them.

All staff at the nursery work hard to form effective partnerships with other

providers and early years professionals in order to further support the development of children. Relationships with a number of local schools enable transition and other records to be appropriately shared. Similarly, staff are devising strategies for effective communication with other providers who also care for children attending at other times during the week. The very able special educational needs co-ordinator has built excellent partnerships with a broad range of professionals; this in turn effectively underpins the nursery's good practice with children facing particular challenges. The staff team also recognises the value of forming effective partnerships with the families of the children they care for. They continue to seek out new ways for sharing information about both children's progress and the nursery provision as a whole. Notice boards and newsletters are detailed and informative, and regular questionnaires give parents opportunities to share their views. Suggestions gained from parents are acknowledged and acted upon and parents are given regular suggestions as to how to continue their child's learning at home. Parents are given invitations to be included in special events and regular discussion times within the nursery programme.

The quality and standards of the early years provision and outcomes for children

Children are making good progress towards the early learning goals in all six areas of learning. Babies and very young children enjoy exploring materials and resources, such as building blocks, sensory equipment, shaving foam and paint, in a way that keeps them safe while encouraging their response to these experiences. Children have regular opportunities to learn about the world around them in interesting ways. There are visits from the fire brigade or the police that add to children's understand of the community and society in which they live. They design and construct creatively, using a wide range of media, demonstrating real pride in their achievements when making, for example, spiders, with recycled pots, paper and pipe cleaners. They explore the properties of things, making water runs that demonstrate how gravity works. They delight in learning about the natural world, enjoying the hunt for snails they can feed and watching what happens intently. Children are confident conversationalists who use language readily throughout their play. They are cared for in a print rich environment, enjoying stories, songs and music making regularly. Children are also given regular opportunities to count, recognise numerals in their surrounding, and solve problems, as well as use information technology appropriately. Throughout the nursery, children play co-operatively, and are learning to be considerate of others. They are willing participants in group tasks such as tidy up time, and respond well to the positive feedback about their work they receive from staff. Staff working with children maintain a calm and positive manner, and an appropriate behaviour management policy is in place.

The staff team have embraced the Early Years Foundation Stage. They are generally able to make use of incidental opportunities to promote children's learning. The leadership team recognises that there is more to be done in terms of ensuring that all staff are maximising the learning potential of each activity and

has introduced strategies to bring about these improvements. Children have warm, positive relationships with the staff caring for them, and readily gravitate to them for comfort, support and to share their achievements. Staff are also growing in their capacity to observe, assess and identify the next steps in individual children's learning journeys. Systems have been put in place for skilled senior staff to support those that are less experienced in this area. It is clear that the staff team work on getting to know children they are responsible for well, and that as a result, children enjoy their time in the care of adults who are able to facilitate progress to a good degree.

Children enjoy healthy home cooked meals and snacks throughout the day. Special dietary requirements are closely monitored and properly managed by those preparing food for children. Older children are learning to manage their own hygiene through consistent support for hand washing, and nappy changing procedures are appropriate and effective in the promotion of good health. Similarly, children are learning to keep themselves safe, for example, by completing a project on how to cross the road safely. Documentation which underpins the maintenance of children's good health, such as accident and medicine administration records, are in good order and appropriately employed by all staff.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met