

Hunsdon House Nursery School

Inspection report for early years provision

Unique reference number	EY316340
Inspection date	25/01/2012
Inspector	Tom Radcliffe
Setting address	12 - 14 Osler Road, Headington, Oxford, Oxfordshire, OX3 9BJ
Telephone number	01865 762704
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hunsdon House Nursery School was first established as a privately owned nursery school in 1923. It has been registered under new ownership since December 2005. The nursery is situated in Headington, on the outskirts of the city of Oxford and it serves the local community. The nursery occupies two rooms on the ground floor of a detached property and there is access to a surrounding garden. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children between the ages of two years and under eight years may attend at any one time and all may be in the early years age group. There are currently 40 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is open for 39 weeks a year, operating on Mondays and Fridays between 9am and 12 noon, and on Tuesdays, Wednesdays and Thursdays between 9am and 2.30pm. The nursery supports children for whom English is an additional language. There are six members of staff employed to work with the children. Of these, four have a qualification at level 2 or above and two are training to gain a qualification or increase their level of qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The stimulating nursery provides children with many opportunities to be independent and make choices. Staff work with a good understanding of children's individuality which enables them to meet their needs well. Good partnerships support the progress that most children make and they are protected from harm at all times. The provider uses effective self-evaluation to build on the nurseries strengths and to tackle known weaknesses. Overall, the nursery uses good resources and knowledgeable staff to support children's all round development.

What steps need to be taken to improve provision further?

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

- develop the use of assessments to improve its use when planning for children's ongoing learning.

The effectiveness of leadership and management of the early years provision

The nursery uses concise and informative written policies and procedures to communicate with parents. This helps to ensure the safe and efficient management of the child-friendly nursery. Children are safeguarded effectively as

vigilant staff consistently implement well-thought out working practices which protect children's interests. Children enjoy good levels of caring support and take risks in a play environment where risk assessments are used to minimise potential hazards. This enables children to play enthusiastically both indoors and in the nursery's exciting garden. This has a positive impact on children's confidence and ability to make decisions about their play. Children's good health and well-being is promoted at all times by staff. They implement hygienic daily routines and are able to manage minor injury or illness well.

The provider and staff are very reflective about all aspects of their work with children. They use wide reaching processes to gain feedback from parents and children. This provides them with valuable information on which they base decisions about required improvements. Staff meetings are used to develop action plans and set priorities. This has resulted in many improvements since the last inspection. In addition the provider ensures that staff are well trained and have the required skills and competencies to support children. The nursery has a positive working partnership with parents. They value the work of the nursery, for example, in the support given to children who use English as an additional language. The provider also ensures that wider partnerships are used to support children's ongoing learning and development. This is important, for example, as children are made ready for the transition to school.

Children play in spacious and well organised accommodation. They are stimulated to play and learn particularly when running free in quality outdoor play areas. The nursery has ample resources in place to support children's all round learning and development. Staff support the choices made by children and facilitate child-led play well. They take a more direct lead when required and always offer children support, guidance and help. This enables children to be active and enjoy their time as they play and learn. The nursery is inclusive in its practice. Each child is valued for what they bring to the nursery and are fully supported to be able to build on what they can already do. This includes children who may have special educational needs. Children have many opportunities to understand and learn about their diverse world. The nursery values linguistic diversity which reflects its multicultural composition.

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

Children make progress, which is often good as they direct their own play and learn with adults. The nursery has a good understanding of children's starting points, interests and preferred learning styles. Children are carefully observed so that staff can form an accurate picture about the progress that they make. Assessment information is used to track children's progress to early learning goals. It is also shared with parents and supported with portfolios of work and photographic records. Staff work together to consider children's ongoing learning and to plan individual learning journeys. Despite the clear progress that children make assessments are not always used robustly when planning for ongoing learning. The nursery has a good understanding of the Early Years Foundation

Stage. Staff also fully understand that young learners respond best to play and first hand experience.

Children enjoy the scope that they have to make choices as well as taking part in adult-led activities. When outside they use a large range of play equipment, balance on log stepping stones and investigate with sand. They invent imaginative games in the nursery's wooded area and show a fascination with the natural world of plants and living creatures. Children show the ability to create their own play experiences as they devise car races and ponder on objects such as pine cones and flowers. They talk enthusiastically about what they learnt about knights and enjoy sharing books. Children meet mathematical ideas through practical experiences and as they use special apparatus and games. Their language development is given good attention as they play in an environment where spoken and written language is given good attention. Children enjoy making music and take part in singing with little prompting.

The nursery promotes children's welfare consistently well. All children are safeguarded and have a good understanding of their own safety and that of others. Their behaviour is managed well as most children show a positive attitude to others. Children are able to manage their own behaviour as they include each other, share and take turns. Children also readily understand that in some way all children are different. This takes place as children from different backgrounds mix together in the nursery. Children also understand that harmonious play depends on their own behaviour and attitude. The social atmosphere in the setting is good. Most children show the ability to be able to concentrate and develop skills that they already have mastered.

The nursery promotes outcomes for children consistently well. Children enjoy their time as they play and tell their parents that they 'had so much fun today'. They explore freely, using their imaginations and build their ability to express themselves with clarity. Children feel very safe when in the nursery and enjoy secure and trusting relationships with adults. This promotes children's willingness and ability to develop, grow and learn. Children discover about healthy life styles and choices as they talk about healthy food and enjoy being physically active. In addition children have a good attitude to learning and the expectations that are placed on them as young learners. Children generally acquire age-appropriate skills and abilities as they play. Their progress ensures that most children are well prepared for their future learning needs.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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 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