

# Huggetts Day Nursery & Pre School

Inspection report for early years provision

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**Unique reference number** EY362167  
**Inspection date** 03/12/2008  
**Inspector** Janet Marie Thouless / Jill Steer

**Setting address** Eastbourne Road, Blindley Heath, Surrey, RH7 6JR

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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).

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.

## Description of the setting

Huggetts Day Nursery and Pre-School is privately owned. It opened in 2007 and operates from a converted Victorian building. Children have access to an enclosed outdoor play area. The nursery is situated in Blindley Heath Surrey. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. There are currently 49 children aged from birth to under five years on roll, some in part-time places. The nursery supports children who speak English as an additional language and children with learning difficulties and/or disabilities. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are eleven members of staff, ten of whom hold appropriate early years qualifications to at least NVQ level 2. The setting operates a combined conventional and Montessori educational philosophy and provides funded early education for three and four-year-olds'.

## Overall effectiveness of the early years provision

All children's needs are understood and met through the effective use of a key worker system and additional support for some children ensures they are all included. A great effort has been put into the development of the Early Years Foundation Stage which means children are making good developmental progress. Partnership with parents is nurtured so they actively share in the children's experiences. The whole staff team demonstrate a commitment to improvement by addressing issues and implementing change, with the sole intention of having a positive impact on the quality of the outcomes for children.

## What steps need to be taken to improve provision further?

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

- improve record systems to include details of visitors to the setting and staff attendance
- maintain the temperature to ensure the comfort of the children and staff, including non-mobile children
- provide opportunities in the outdoor area for children to develop their large muscle control

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the hours of attendance for all children (Safeguarding and promoting children's welfare)

04/12/2008

## **The leadership and management of the early years provision**

Staffing ratios slightly above the requirement not only means children are well supported throughout the day, but also that staff benefit from time away from the children for essential planning, training and meeting time. Staff are suitably qualified and ongoing training opportunities mean the team as a whole enjoys a good balance of skills which cover all aspects of the curriculum and children's care needs. All the required records are in place to ensure children are cared for according to their individual needs. However, children's attendance is not accurately recorded each day to show the times they attend. All required policies are in place, most give clear guidance on working procedures but some have unclear details for the current setting. A detailed safeguarding children policy is in place which ensures staff are clear about how to manage any concerns, where to refer for further guidance and how to minimise allegations against themselves.

Parents receive good quality information about the care and activities provided so they are able to be involved in and compliment children's learning. All the policies are available for parents to refer to if needed. They receive relevant information about their children, such as how well they have eaten and the state of their well-being each day. The setting liaises with external agencies as and when required to provide additional, specialised care to ensure children receive any additional support necessary. As part of their commitment to provide a good standard of care for children, the setting has implemented a self-evaluation process which all staff contribute to. As issues are identified, action plans are put in place to make improvements, such as seeking parents' views about the provision.

## **The quality and standards of the early years provision**

Children develop very good attitudes towards learning as staff provide many opportunities for focused activities and child initiated play which is based on children's own interests. Planning has successfully been adapted to incorporate the EYFS and staff have a secure knowledge of how to implement the guidance. Good provision is in place to develop and extend children's language and literacy skills. Staff use many opportunities throughout the day to engage in conversation with children. Children enjoy looking at or being read a range of interesting books, confidently following text and completing familiar parts of the story. Their use and knowledge of language is further enhanced by the teaching of French. Staff work with parents/carers of children who speak English as an additional language in order to learn familiar key words. As a result, all children develop skills in literacy and understand that words carry meaning. Many opportunities are provided within role play to mark make. There is good provision for children to develop their numeracy and problem solving skills, as they complete number games and puzzles from the broad range on offer. They count spontaneously in everyday play and enjoy looking at numbers which are familiar to them, such as their age.

Children show good levels of concentration when participating in craft activities, selecting from the very wide range of resources on offer. They delight in making

advent calendars and Christmas cards for family members, proudly showing others their completed crafts. Their knowledge of mini beasts is enhanced as they explore the log area in outdoor play looking for bugs and worms. They enjoy participating in a range of ball games and they manoeuvre bikes and scooters competently. However, there are no opportunities for children to develop their large muscle control for example, negotiating equipment through climbing.

Fresh food is delivered each day to provide the children with nutritious and well balanced meals. All individual dietary requirements are catered for and staff sit to eat with the youngest children, role modelling how to enjoy eating as a sociable event. Children develop independence as they access the toilets and hand washing facilities, familiar with the routines and need for good personal hygiene. The environment is kept clean, but the baby room is not maintained at a sufficiently warm temperature to ensure the comfort of staff and children.

Premises are kept secure and the fingerprint entry system ensures only authorised people enter the premises. However, the details of all visitors to the setting and the attendance times of staff are not recorded to show when they are present. This does not ensure their safety in case of an emergency evacuation. Staff provide suitable guidance to help children learn about their own safety and take acceptable risks. The free flow arrangement between adjoining rooms means children can make choices from the accessible selection of activities and resources. They behave well, showing care and consideration for each other whilst developing friendships so they can play cooperatively together.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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](http://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

## **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.