

The Nancy Harper Nursery

Inspection report for early years provision

Unique reference number 109961
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Inspector Loraine Wardlaw

Setting address St Faith's Parish Hall, Back Street, St Cross, Winchester,
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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

The Nancy Harper Nursery has been established since 1956 and registered in 1993. It is privately owned and provides sessional day care. The nursery operates from two rooms in St Faith's Parish Hall which is located in St Cross, Winchester. There is an outdoor hard surfaced area for outside play and an adjacent allotment. It serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The group is registered to provide 48 places each session for children aged between two and eight years. There are currently 59 children on roll within the early years age group. Children attend for a variety of sessions. The nursery is open term time and sessions run from 9.00am to 12.00 noon from Monday to Friday and from 1.00pm to 3.00pm on a Tuesday and Wednesday each week.

There are eight staff employed by the owner/manager to work with the children and two volunteers. The manager is qualified to NVQ Level 3 and five staff hold early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedication and commitment of the manager and staff team to provide a quality provision in which children thrive is very apparent. A stimulating and motivating environment awaits every child who attends, which is coupled with very positive and purposeful interaction from every member of staff. Staff are knowledgeable about their key children, liaise effectively with their parents and offer challenging activities which in turn has a very positive impact on children's care and progress towards the early learning goals. Safety is a priority with staff operating good contingency arrangements during snow and icy weather and very good systems at arrival and departure time. The setting regularly evaluate and reflect on their practice and have well targeted development plans which secure good continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes the procedure to be taken should an allegation of abuse be made against a member of staff (Safeguarding and promoting children's welfare) 19/02/2010

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

- develop staff's knowledge about how best to embrace children's cultural heritage and home languages
- follow the correct recruitment procedure, in accordance with all relevant legislation, as identified in the staffing and employment policy.

The effectiveness of leadership and management of the early years provision

The effective leadership of the nursery means that there is good emphasis on safeguarding and the protection of children. All staff, apart from the new volunteer, hold an enhanced Criminal Records Bureau check, and systems are in place to ensure unchecked staff are not left alone with children. Staff are confident about putting the child protection procedure in place should they have any concerns and are vigilant about keeping records of existing injuries. Although the designated member of staff for child protection is knowledgeable about the procedure to be taken if an allegation is made against an adult, the child protection procedure does not include this, which is a breach of requirement. Risk assessments and safety checks are thorough and up-to-date, which ensures the premises, equipment and toy resources are clean, safe and well maintained for children's use. Staff work hard each week to set up child-friendly and welcoming playrooms which have been well organised; children can freely engage in play with a good choice of exciting activities and play resources available to them. Policies and procedures are updated annually and underpin most of the practices that take place. However, their staffing and employment policy states they recruit staff in accordance with relevant legislation, but in practice the manager does not consistently adhere to the correct procedure.

Self-reflection and evaluation of how well the nursery operates is continuous; there is a well targeted development plan in place with action taken and action to be taken, such as implementing a light and dark den for the children and improving relationships with nannies and childminders by having a coffee morning. All staff have a yearly appraisal, discussing their strengths and areas for development. They attend training to update their knowledge and skills, bringing ideas and activities to the group such as 'Boogie Mites', a new music and movement session. The owner/manager who is devoted to the work she does, works hard to ensure new staff and parents are given the support they need. Although staff meet children's individual needs well, their knowledge and confidence about how best to embrace children's cultural and linguistic background is not consistent amongst the staff team. Parents speak very positively and knowingly about the nursery. They are kept well informed about their child's welfare and attainments through daily chats with their child's key worker, whom they find approachable and friendly. Parents have opportunities to attend formal parent sessions to discuss their child's developmental progress twice a year. Successful partnership working means staff work hard to ensure systems are in place to support children with special educational needs and/or disabilities and liaise well with other providers caring for the children such as nannies and childminders.

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

Children are very happy and engaged in their self-chosen activities; the well set up play rooms, covering the six curriculum areas, encourage and motivate children to play and learn. They participate with enthusiasm and confidence during their play activities and staff are always on hand to give good support and guidance. As a staff team they are focused and purposeful when they interact with children, offering them very good challenge and extension. Children are inquisitive and some ask questions a lot; staff are very responsive and often turn it around to promote language for thinking. Children are very attentive during story time; staff introduce new vocabulary such as Antarctic and explain words to them that perhaps are new such as 'ocean' and 'terrified'. Adult-led activities are well planned to cover as many areas of learning as possible; children colour and thread a penguin, write their names emergently on the back and are encouraged to talk about penguins, where they come from and how they live. They confidently demonstrate to the member of staff how a penguin walks when prompted to do so. Children explore the feel of rice on their hands, describing what they see and feel; they are asked 'Why can't you eat it?' which meets with a response of 'You need to water it.....to cook it'. They then later fill up jugs and pots seeing how many they need of one to fill the other and talk about the containers being full and empty. Children talk about the ice cubes in the water and what is happening to them; they spontaneously observe and talk about some rice floating and some rice sinking which leads the practitioner on to find other objects which float and sink. Staff in the 'Little room' promote children's problem solving, reasoning and numeracy skills particularly well; for example, they encourage them to count the peas they have made out of play dough and calculate how many remote control cars there are all together.

Staff are very good role models for the children, demonstrating politeness when they talk to one another. This has positive impact on the children, who behave extremely well. Children play with multicultural resources and can see images of the diverse world in which we live. Staff are able to incorporate some children's ethnic background into the curriculum such as celebrating Chinese New Year but they are not fully confident in embracing the heritage of children who come from a mixed cultural/linguistic background. Opportunities for children to develop their physical skills are very good even in icy/snowy weather. Children move their bodies excitedly and do the actions, singing to the 'Boogie Mites' compact disc, demonstrating their excellent listening skills. They sing 'run on the spot and stop' all expertly stopping at the same time. An obstacle course and tricycles are set up indoors for children to practise their skills when staff identify that the outside is too risky for children to use. Children enjoy a healthy snack of fruit and bread sticks and there is excellent teaching and learning about where food comes from. The setting has an adjacent allotment in which children actively grow their own fruit and vegetables such as potatoes, carrots, cucumber, raspberries, strawberries and gooseberries which they harvest and eat at snack time. Children learn the importance of hand washing and spontaneously do this after using the toilet, telling the visitor the reason why they wash their hands because of the germs. All staff use incidental opportunities to teach children about safety matters; they talk

about fire safety when a child picks up a small pretend fire extinguisher and talk about what would happen if you left spilt rice on the floor. Staff know their key children very well and keep good records on their developmental journeys, identifying and implementing their next learning steps.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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