

Hampton Nursery School

Inspection report for early years provision

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Inspector Linda Coccia

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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*.

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Description of the setting

Hampton Nursery School opened in 1994. It operates from three individual classes in a church premise on the outskirts of Herne Bay. The pre-school serves the local area. The provision is registered on the Early Years Register and is registered to care for up to 70 children who are within the Early Years Foundation Stage. No child may be under two years. There are currently 62 children on roll.

Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs. It has effective procedures in place to enable staff to work with children who speak English as an additional language. The group opens five mornings a week during school term times. Sessions are from 9am to 12 noon on Mondays and from 9am to 1pm for the rest of the week.

There are currently 18 staff, including the provider and two managers, who work directly with the children. Staff all hold childcare qualifications varying between National Vocation Qualification levels 2 to 6. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting has successfully completed the Kent Quality Mark Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The meticulous attention to detail and the forward thinking management team provide outstanding opportunities for children to flourish within this setting. The nursery's professional staff teams liaise on an exceptionally close basis with all parents in order to understand and know well the children in their care, not only in their physical and intellectual capabilities but in their emotional well-being too. Children's views are often canvassed and their thoughts are acted upon. Minor improvements can be made in this area. The provider has acted on recommendations made at the last inspection. With the help of the local authority development worker the provider has formulated a variety of improvement plans and has implemented changes to the setting which have had a positive impact on the children. This demonstrates that the provider is able to maintain outstanding continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening children's contribution to the running of the setting, for example, to contribute to making the rules which make things 'fair' for everybody.

The effectiveness of leadership and management of the early years provision

The provider, her two managers and extremely capable staff team work tirelessly to ensure the needs of each individual child are fully met. The aims of the nursery are made clear to all parents as they enrol their child at the setting. The excellent monitoring of all policies and procedures and the desire to consistently improve standards has resulted in a range of meticulous forward planning. For example, the latest improvement plans have resulted from a full audit of Equality and Diversity within the setting. Following the audit, two members of staff are currently attending diversity training, ramps have been installed to ensure easy access for children and parents and an excellent range of positive images and equipment has been purchased. This ensures that children learn that everyone is different. The nursery's special educational needs coordinator is extremely vigilant in monitoring children with special needs. She instigates meetings with all relevant agencies in order to help children develop and achieve well in accordance with their individual learning and development parameters. The nursery's safeguarding procedures are equally meticulously implemented. The rigorous and robust recruitment and vetting procedure ensures that only applicants who can demonstrate a high level of commitment to the nursery are employed. The provider has a current list of all Criminal Records Bureau checks carried out on staff. The staff induction programme is also rigorous and staff regularly take part in team training sessions to reinforce their knowledge of the General Welfare Requirements and the Learning and Development Requirements. The manager responsible for in house training arranges practical learning sessions for staff which encourages them to apply written information in a practical way. This gives staff the opportunity to consider the impact of any new procedures on the children. Staff discuss proposed changes with parents before they are implemented. Children's views are also canvassed and listened to. For example, children were consulted when proposals were made to change the room the children eat their lunch in. However, children have not been given the opportunity to consider behaviour management which would allow them to contribute to making the rules which make things 'fair' for everybody. Overall, children's views are valued.

Managers and the professional staff teams provide an environment which is not only welcoming to children but encourages children to explore the interesting and exciting activities on offer. Staff and children take great pride in their classes. Staff have a great deal of autonomy when considering changes to the play areas and regularly approach managers with ideas for improvement. The environment is managed extremely well particularly the bungalow which has a number of small rooms. The rooms have become designated activity areas. The toys are of excellent quality and are rigorously maintained. All resources are easily accessible to the children and all posters and written learning aids are displayed at children's height. Children are able to choose their own activities.

The children are extremely helpful to staff not only with clearing up at the end of the day but in providing suggestions for activities. For example, one child tried to explain to friends how his torch worked best in the dark. This inspired the staff to

create a dark area to give children an interesting learning experience discovering different aspects of light. This demonstrates that children are fully involved in their own learning. Through much practise children have developed an excellent understanding of safety issues and minimising hazards. For example, they remind staff that the floor needs mopping regularly around the water play area. Even the youngest children know and practice self-care routines. They are also involved in regular emergency evacuation procedures which offer them excellent opportunities to keep themselves safe in an emergency.

Managers have instigated excellent working partnerships with other care provisions to ensure that children's needs are being met across both settings. Key workers visit children in their other settings and encourage visits from key workers from those settings. They also have excellent relationships with local primary schools and in particular reception class teachers who also visit the children at the nursery. Parents report that their children receive excellent care while at the nursery. They report that key workers know their children extremely well and can be approached for advice and help with any childcare issues. For example, one parent discussed her child's behaviour with the key worker and was extremely pleased to discover that, as a result of her query, staff had instigated a puppet show to help children understand about sharing and considering the needs of others. All the parents interviewed stated they were extremely happy with their children's learning progress and are fully involved in their children's learning. They are able to borrow books to read with their child at home and provide written comments on how much their child has enjoyed it. They have daily opportunities to discuss their child with key workers and they all know they can access their child's observation record whenever they want. Children receive outstanding, consistent care.

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

Children are all extremely happy and settled, even the newest children have settled in very well. This is due to the staff's concentrated efforts from initial registration to children starting to attend. Home visits are available for children with special educational needs and those who speak English as an additional language. The visits allow key workers to obtain as much information as possible on the child. Children and their parents are warmly welcomed onto the premises. Children regard the staff as their friends. They readily approach staff for help or advice and are happy to confide all aspects of their home lives to staff. Children thrive at the setting because they feel extremely safe. They gainfully use the wide range of interesting activities and are delighted when they succeed in their endeavours. For example, they explore sound as they tap and bang on different items in the garden to make differing noises. They can differentiate between metallic sounds and dull sounds. They have a wonderful range of ethnic instruments to explore too. All the children love books and settle cosily into corners to look at the pictures, tell each other stories and actively involve themselves in the stories when being read to by staff. Books are both fact and fiction. Children are flourishing in their communication skills and happily approach visitors to engage in conversation.

Children are proficient at using the computers, operating programmes with the mouse as well as the keyboards. The younger children have many push button toys which they operate successfully to obtain the desired effect, for example creating music. They are delighted with the results of their creative activities, such as, making space ships and rockets which are proudly displayed. Paintings and other creations are displayed in the variety of 'galleries' around the walls. Children are also prolific in taking home items for their parents. The range of activities which encourage children's problem solving, reasoning and numeracy skills are numerous. They range from wire and bead blocks which give the younger children a sense of space and shape to the more systematic matching and number games for the older children. Children are absorbed in their activities. This is indicated by the low hum of activity in each of the play areas. Staff are fully engaged with children too. Staff carry out and maintain excellent observation records on the children. The records start with a detailed initial assessment following in-depth consultation with parents. The key worker and parent agree the child's next stages of development. Individual activities are flexibly planned to encourage children's achievements. Systematic observations show the excellent progress that each child makes and further activities are planned. Formative and summative assessments are included in the records along with photographic evidence of children enjoying activities as well as examples of their work. Staff pay a great deal of attention to children's emotional well-being too. This is one of the reasons for the extremely close bond between children and their key workers. The records are eye-catching and informative. Parents are able to comment in the records and most of them do. Records show that children are making outstanding progress towards the early learning goals.

Children flourish because they adopt healthy lifestyles while at the nursery. They are provided with an excellent range of seasonal fruit and snack type foods at snack time. Parents and children are always advised of what food is on offer in advance. This enables parents to advise staff of any known allergies or religious or cultural preferences. The youngest children have their fruit cut up for them, but are encouraged to pour their own drinks of water or milk from the start. The older children help staff prepare their snacks and can cut their own fruit. All children use a token system at snack time. This allows staff to regulate how many children are at the table at one time. It also encourages the children to use their numerical and reasoning skills regarding how many places are available and how long they might have to wait. Parents provide their own food for children at lunch time. They use nursery guidelines for the contents of the packed lunch boxes. Children are fully involved in the planning of activities. They discuss the activities they plan to use during the session and review their achievements at the end of the session. Children have choices. Children play well together because they discuss activities as part of their key work group. This allows them to get ideas from each other and respect each other's views. They show respect for staff and each other. Children understand the need for a variety of rules and safety procedures and know them well. They are involved in recycling activities and use equipment that has been recycled too. For example, roll-on deodorant bottles are used for roll-on painting. Children are developing excellent skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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