

Young Haymakers Kindergarten & Montessori Nursery School

Inspection report for early years provision

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Inspector	Tracy Weight
Setting address	Kirby Farm, Foxhunt Green, Waldron, Heathfield, East Sussex, TN21 0RU
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Young Haymakers Kindergarten and Montessori Nursery School opened in 2004 at the current premises. It operates from a converted barn on the outskirts of Waldron, near Heathfield in East Sussex. The setting is registered on the Early Years Register. A maximum of 20 children may attend at any one time. The group opens five days a week during school term times. Opening times are Monday, Tuesday, Thursday and Friday from 9am to 4pm. On Wednesdays opening times are 9am to 3pm. This is School Term time only. All children share access to a secure enclosed outdoor play area. There are currently 47 children from two years to under five years on roll. The setting employs seven staff. A total of five members of staff and the owner hold appropriate Early Years qualifications. The setting uses the Montessori method of teaching, and provides free early education for three- and four-year- olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good. Children thrive in this nurturing, but stimulating environment in which they feel extremely safe. Safeguarding is paramount and they make exceptionally good progress in their personal, social and emotional development. Staff value the uniqueness of each child, and as a result learning programmes are well planned to meet individual needs, and outcomes for all children are good. The nursery has developed strong partnerships with parents and carers, and this supports children's learning well. The nursery's capacity for ensuring continual improvement is generally good because the dedicated staff team embrace opportunities to progress their own development, using what they learn effectively to bring about improvements to the already good provision.

What steps need to be taken to improve provision further?

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

- use self evaluation more robustly to identify and monitor areas of development
- develop the use of the outside area to extend children's learning in all curriculum areas, particularly physical development, by developing resources and ensure planning for outside is securely embedded in practice.

The effectiveness of leadership and management of the early years provision

Safeguarding children is the staff's first concern. All of the required policies and procedures are in place, providing a good framework for staff's practice. The nursery has robust recruitment processes in place which ensure that children are cared for by appropriately qualified and vetted staff. Children's well-being is prioritised and staff ensure that all children are safeguarded extremely well while on the premises. There are effective child protection procedures in place and staff know what to do if they have any concerns. All staff show a very caring attitude towards children. They use risk assessments highly effectively to ensure children are kept safe, whilst at the same time allowing them to explore and take risks as they learn.

The nursery effectively promotes children's welfare and learning through a broad range of activities based on the Montessori Method of teaching, but also fully incorporating the Early Years Foundation Stage. This means that children benefit from a variety of approaches which enables them to make good progress. The consistent staff team has been carefully recruited with a broad range of skills. Deployment is effective in ensuring these are fully utilised to provide children have access to good quality experiences. The well-qualified team are skilful, and they support children's learning well by sitting with them, joining in their play and talking to them to extend their communication and thinking skills.

Staff participate enthusiastically in training to further develop their knowledge and skills, and they use what they learn to help improve the provision. For example, recent training results in a change in the organisation of snack time to provide a more conducive environment for children to use language in smaller groups. Staff have regular meetings, and these are generally used effectively to reflect on their provision, and result in improvements to provision. However, self-evaluation and development plans are not always sufficiently rigorous in identifying and monitoring of improvement, and is not yet firmly embedded in practice.

Resources are effectively managed to ensure that children have access to a wide range of enticing and stimulating activities that help to promote their good progress. However, as the nursery has already identified, resources to support children's large physical development outdoors are limited. This, along with less consistent planning of the outdoors programme, limits the challenge for children who may learn best outside.

The nursery has developed an effective partnership with parents and carers. They speak highly of the quality of care and education they receive, and are supportive in helping the nursery to improve further. For example, they have already started to raise money to improve resources outside. New parents receive clear and useful information about the nursery and its policies. A particularly good system of close communication is in place when children first start the nursery, and this helps them settle quickly so they are ready to learn. Effective systems ensure continual communication between staff and parents about children's interests, development

and next steps in their learning. The nursery has positive established links with other providers in the area so that children are offered consistency and continuity of support if they attend more than one setting.

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

Children are enthusiastic and motivated learners because staff know them well, and follow their interests. Observations are linked to the six areas of learning. These are used well overall to inform planning for children's next steps, which helps them to move forwards in their learning and gain skills for the future. For example, staff effectively engaged children in activities to develop their literacy skills by following their interest in role play and engaging them in helping to set up a 'library'. Children enthusiastically sort books into categories on the shelves, put up signs, and use marks to communicate meaning as they pretend to keep records of books being borrowed.

Sensitive leadership of group activities enables children to gain a high level of confidence and self esteem, and as a result they feel extremely secure and make an exceptionally good positive contribution to the nursery community. Behaviour is exemplary, and children respond well to gentle guidance from trusted adults. They show an exceptionally high level of co-operation with each other, with older children showing a great deal of care and concern for younger children. For example, two older children create a picnic with their dolls, and notice a younger child watching from nearby. They ask the staff member if she could get him a chair, and sensitively invite this child to join the 'picnic', willingly sharing their plates and 'food'.

Children demonstrate increasing independence as they make choices about their play, take themselves to the toilet and pour out their own drinks at snack time. They are confident at organising their play, as well as taking part in a variety of adult-led activities. Children are enthusiastic communicators. They enjoy sharing their experiences at snack time, and explore a range of new vocabulary through activities. Many children are beginning to recognise and write their names. They enjoy listening to stories read by adults and participate enthusiastically with a range of songs and rhymes. Older children enjoy games which involve counting syllables in their names. Children's growing creativity is evident through the attractive wall displays throughout the nursery. They explore a range of media such as shaving foam, playdough, paint, collage, sand and water. They enjoy planting and growing activities in the vegetable patch and learning about the community and wider world through the celebration of festivals and walks in the woods. Children show they are beginning to gain an understanding of number and solve problems as they count in their play or through routines. For example, the children work out that they need eight chairs for snack time, but as another child joins, they say 'Now we need nine.' Children progress exceptionally well in learning how to keep themselves safe. They use a range of tools safely and with precision, for example, as they help to cut the apples at snack time, grate cheese to make

biscuits, or use scissors to make props for their 'library'.

Children are developing a good awareness of the importance of developing a healthy lifestyle. They enjoy healthy snacks and learn about what food is good for them through discussion as they eat, or through activities such as cooking. The staff gain information from parents regarding any special dietary requirements and ensure that these are met.

Children thoroughly enjoy their time in the nursery, and parents have great confidence in the quality of care and education they receive

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
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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