



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY259812

DfES Number: 542171

INSPECTION DETAILS

Inspection Date 05/01/2005
Inspector Name Heather Morgan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hatfield Nursery Limited
Setting Address 9 St. Margarets Road
 Torquay
 Devon
 TQ1 4NW

REGISTERED PROVIDER DETAILS

Name Ms Janette Davidson

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hatfield Nursery was first registered in October 2003 and is set in a large Victorian villa in Torquay. It is located near to the St Marychurch area and is just on the boundary of the Torquay Sure Start zone. The nursery is arranged over two floors, with children under two accommodated on the ground floor and children over two on the first floor. There are dedicated base rooms for different age bands as well as shared areas such as a soft play room and outdoor play area.

The nursery is open from 07:30 to 19:30hrs, every day of the week, throughout the year. In addition to full day care, the nursery will shortly be offering after school and holiday care for children up to the age of ten years. There are currently 86 children on roll, 19 of whom are in receipt of nursery education funding. There are no children currently attending with formally identified special educational needs. The two owners are supported by a manager and thirteen childcare staff, all of whom hold, or are working towards a relevant early years qualification.

The nursery is privately owned and managed and is one of the Torbay EYDCP Neighbourhood Nurseries. In line with this initiative a variety of services will be available here, for example, Family Learning workshops.

How good is the Day Care?

Hatfield Nursery provides good quality care for children.

The nursery offers a bright, welcoming environment where parents and children are happy and relaxed. Staff make good use of the available space to provide a variety of play environments for children in each of the different age bands. For example, they have the opportunity to use the soft play room regularly and all base areas have more than one room. All regulatory documentation is in place, although some policies require additional detail. There are clear and comprehensive recruitment procedures in place which are regularly evaluated and improved; staff are positive and enthusiastic about their work.

Good attention is paid to the children's health, safety and welfare. Staff are aware of the policies and procedures and implement them effectively. Regular checks are made to identify potential hazards and appropriate steps taken to reduce risks to children. Staff are all familiar with evacuation procedures which are practised regularly. A chef is employed to prepare well-balanced meals, which include fresh fruit and vegetables.

There is a good range of well-maintained resources which are used effectively to offer children an interesting and varied range of age and stage appropriate activities. Staff interact warmly with children to support their progress and development. They are calm and consistent in their management of children's behaviour. Staff observe and assess children's development but need to ensure that information is shared appropriately to enable all staff to provide consistent support for children with special needs.

There are good relationships with parents who value the opportunities for exchanging information with staff and are happy with the care their children receive. They feel welcome within the nursery and some participate regularly in nursery activities, for example, leading music activities or providing additional adult support at meal times.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery provides a bright, welcoming environment where children are happy, relaxed and settle well.
- Parents feel welcome within the nursery and have good opportunities to participate in nursery activities.
- There are comprehensive recruitment and induction procedures; staff are positive and enthusiastic about their work.
- Good use is made of all available space to provide a variety of play environments for children in each of the different age groups.

What needs to be improved?

- detail included in policies relating to lost children and child protection
- procedures for ensuring that all staff are involved in supporting children's special needs.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004, Ofsted have received one complaint relating to Standard 1 (Suitable Person) and Standard 11 (Behaviour Management), concerning one member of staff's rough handling of children, use of derogatory language and shouting. Following an investigation, no further action was taken and the provision remains qualified for registration.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
10	Develop procedures to ensure that information is shared appropriately to enable all staff to provide consistent support for any children with special needs.
14	Review and update policies relating to; lost children, procedures relating to the registered premises and child protection, and to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hatfield Nursery offers generally good quality nursery education where children enjoy their time and have good relationships with staff. Children are making generally good progress towards the early learning goals in all areas of learning. Their progress in the areas of communication, language and literacy and physical development is very good. Children are confident and generally well behaved.

Teaching is generally good. The staff are calm and sensitive to the children and enthusiastic about the activities on offer. They have a sound understanding of the Foundation Stage and this enables them to plan a broad curriculum which covers all areas of learning. Assessments are regularly completed but this information is not used consistently to plan the next steps in the children's learning. The lack of attention to detail in the planning, particularly to do with timing and individual needs, impacts on learning and for example means that some children become restless when in a whole group activity for too long. Assessment records are not consistently available to staff or parents. The nursery has no children attending who have special educational needs or English as an additional language and a system is being developed to provide support in this area. There is a good range of equipment to cover all areas of learning although there are weaknesses in its use to support topics.

Leadership and management are generally good. The staff are supported in their professional development. The setting is committed to improvement and initial steps have been taken towards addressing identified weaknesses, although some are not consistently implemented or monitored. Contact is maintained with the Torbay Early Years Development and Childcare Partnership and the Early Years Advisers. There is a generally good partnership with parents. Some helpful information is provided and they are informed of forthcoming themes and events. Regular communication and participation is valued.

What is being done well?

- Good emphasis is given to communication, language and literacy and children are lively conversationalists.
- Children's physical development is well supported, using interesting equipment and methods.
- Children are happy, confident and polite.
- Behaviour is managed sensitively, calmly and effectively.

What needs to be improved?

- planning, to give increased attention to the timing and pace of sessions to

ensure that children are consistently appropriately grouped

- assessments, to ensure they are used effectively to plan the next steps in learning for all children and that this information is readily available to staff and parents.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show confidence in the setting and settle quickly. They happily play and greet their friends and staff politely. They observe the codes of the setting, such as no more than four in the home-corner and are able to concentrate for substantial periods of time at activities such as cutting out. A range of festivals are explored and children learn about cultural diversity in meaningful contexts. Children are well behaved although some become restless when activities go on for too long.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to take part in lively conversations and eagerly share news. They take turns well when talking to staff and each other. They use and enjoy books and are enthralled when listening to well presented stories. They enthusiastically explain that books are produced by an author with help from an illustrator. They enjoy rhyme, thoughtfully predicting what word will come next. There are opportunities to write and make marks in interesting situations such as taking notes in role-play

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Whole group activities are used effectively to encourage children to count and to add together, for example the number of boys to the number of girls present. Good use is made of mathematical terms to do with addition and also to do with shape and size. Children order and sort, solve problems about size and fit, and often count resources but staff do not take sufficient advantage of opportunities to consolidate children's mathematical understanding during free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff encourage children to think about past and present events in their lives and they enjoy recalling things that have happened. They are able to construct using bricks and soft play equipment and develop a sense of the wider world by visiting the local park and having visitors to the setting. Children enjoy using simple programmes on the computer, but resources are not employed effectively to support the current theme of machines and to enable children to think about how things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show a good awareness of space and enjoy exploring the resources in the soft play room. They make their way confidently in, around and over objects and balance along equipment. They manoeuvre wheeled toys with skill and control, avoiding collisions. Children's small muscles are effectively developed using a variety of tools such as scissors and construction equipment. Tweezers and tongs are skilfully manipulated by the children to help them develop fine pincer grip and control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have opportunities to explore colour and paint and have recently enjoyed investigating textured dough. They show a good awareness of rhythm and clap along enthusiastically to music which forms a regular part of the programme. They create imaginary situations using small world toys and are keen to set up role-play situations in the home corner. However, sometimes children have insufficient opportunities to access resources to support this due to the timing and the way they are grouped.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- give increased attention in the planning to timing and the pace of sessions to ensure that children are consistently appropriately grouped
- ensure that assessments are used effectively for all children to plan the next steps in their learning and that this information is readily available to staff and parents.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.