

Huttoft Nursery

Inspection report for early years provision

Unique reference number 253522
Inspection date 16/03/2011
Inspector Bernadina Lavery

Setting address Huttoft Primary School, Church Lane, Huttoft, Alford,
Lincolnshire, LN13 9RD

Telephone number 01507 490284

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Huttoft Nursery registered in 1999 and is run by a management committee. It operates from one main room in purpose-built premises on the site of the Huttoft Primary School in Alford, Lincolnshire. The nursery has direct access to a fully enclosed and secure outdoor play area. It also has the use of the school hall and extensive school grounds as needed. The nursery serves the local area and surrounding towns and villages.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children from two to under eight years may attend the group at any one time. The nursery is open from 8.30am to 3.30pm Monday to Friday, term-time only. The nursery is in receipt of funding for early education places. There are currently 36 children on roll, all of whom are in the early years age group.

There are three practitioners who work with the children, of whom one holds a Post Graduate Certificate in Education, and two hold National Vocational Qualifications at level 3 in childcare. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, happy and eager to learn at this welcoming nursery where they make good progress. Excellent partnerships, resources and use of the environment ensure inclusive practice is given good priority. Children's learning and development is well planned for, and mostly recorded and shared with parents and carers. Safeguarding is well considered, although documentation to support safety measures lacks fine detail. Ongoing improvement is tracked and monitored, and plans for the future are focused, realistic and underpinned by a real commitment to enhance quality for all children. The nursery is well placed to improve in the future.

What steps need to be taken to improve provision further?

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

- extend risk assessments to cover anything with which a child may come into contact, with particular regard to the outdoor area
- develop ways to consolidate and enhance the observation and assessment process to further involve parents and carers in their child's ongoing learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention and carefully considered policies and procedures are in place. Practitioners are fully aware of their duty to report any child protection concerns and of the process to follow in the event of an allegation being made. Practitioners are alert to the signs of abuse or neglect as they attend regular training. Recruitment procedures are carefully managed in conjunction with head teacher. Thorough checks are undertaken to ensure adults working with children are, and continue to be, suitable, which demonstrates a strong commitment to safeguarding. Practitioners are vigilant and supervise activities attentively. Effective security measures are in place. These include monitoring visitors to the nursery and escorting children to the school gate at home time. While there are detailed risk assessments in place that are regularly reviewed, they do not sufficiently reflect seasonal hazards outdoors, such as berries in the garden which may pose a hazard to children. Children's health and dietary needs are respected, as practitioners consider egg and nut allergies when planning cooking activities. Effective systems are in place to support sickness and accident management. Practitioners ensure they keep their first aid training up to date in order to treat children appropriately if required.

Excellent consideration is given to the deployment of resources, resulting in a welcoming environment where children want to play. Inclusive practice is given good priority as practitioners are developing strategies to help all children achieve. For example, they re-organise play areas and use boys' interest in construction to begin to develop their problem solving and number skills. Early intervention plans and effective partnerships ensure children receive the support they require. Practitioners act as very good role models, treating children with respect and showing interest and pleasure in their achievements and conversations. A key worker system ensures continuity and positive relationships are forged between practitioners, children and their families. Good team work is evident throughout, and children talk about being part of a team as they efficiently help to tidy up. Children say they like coming to nursery to be with their friends and play.

Parents and carers are very happy with the nursery, commenting on the commitment of the practitioners and the happiness of their children. An information area, newsletters, activity plans and daily conversations all help to ensure families have access to up-to-date information. Successful relationships are nurtured with other professionals, including speech and language teams, demonstrating good support for children's achievement and well-being. For example, the nursery works effectively with the local authority, taking part in initiatives and piloting different ways of working in order to further develop quality. Very effective relations with the host school ensure arrangements for children's transition to the next stage of their education are seamless and effective. The evaluation process and improvement plan reflects focus, vision and a good assessment of the nursery's priorities for future improvement. Practitioners are given good opportunities to develop their professional practice through ongoing training and inclusion on school inset days. The head teacher offers ongoing

support, advice and guidance, recognising the good service the nursery provides for children and their families.

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

Children achieve well at this welcoming nursery because practitioners deliver the Early Years Foundation Stage with skill, dedication and experience. Effective questioning and commentary by practitioners enable children to ponder, think and extend their thought processes. Attractive displays of children's work result in children pointing out their pictures with a sense of pride. Planning is flexible, child focused, and includes a good variety of activities to ensure all areas of learning are sufficiently covered. Good consideration is given to developing strategies to support variations in children's progress. For example, practitioners have started to adapt story time to try and encourage participation and concentration for younger children. Assessment procedures have recently been changed. Each child now has their own 'learning journey' document, which records their progress, starting points and next steps. These include photographic evidence, samples of work and ongoing observations, which are compiled by each child's key worker. These systems are yet to be consolidated to ensure children's learning and progress is consistently recorded. There is also further scope for parents and carers to be more involved in the observation and assessment process, as currently they do not regularly contribute. This restricts parents and carers participation in supporting their children's learning in different ways.

Children's understanding of diversity is well considered. For example, children use chalks to make Rangoli patterns at Diwali. Children are developing an awareness of different families' lives as they take home puppet dolls and record their adventures. Practitioners recognise the mathematical potential of the outdoor environment and support children in recognising semi-circles in an archway and the points of a triangle. At group time, children are beginning to show curiosity about numbers, as they attempt to use their fingers to represent numbers and excitedly join in counting, with good support from practitioners. Children enjoy favourite stories and listen well at group time, commenting on elements within the story and sharing their own stories about their pets. Children are beginning to link letters and sounds well as they join in with a story rhyme, eager to finish the familiar sentence. Children's paintings are displayed attractively and show emerging levels of detail and observational skill. For example, children's representations of their family portraits include bright colours and some recognisable facial features. Children use technology resources in their play. For example, they use a push-button telephone to contact a builder as part of their imaginative play. Children are articulate, curious learners, developing confidence with technology. Overall, children show good skills to support their future learning.

Healthy eating is given high priority, and excellent consideration is given to ensuring all children thrive. Fruit, water and milk are available throughout the sessions; ensuring children can make independent healthy choices. Children practise their pouring skills as they help themselves to drinks. Children show an outstanding awareness of health and well-being by spontaneously following

hygiene routines, such as washing their hands before snacks and meals. Children enjoy sociable meal times with their friends, when they discuss their favourite foods and what they like to eat at parties. Varied opportunities are planned for children to engage in physical activities both indoors and outside, including dance sessions in the school hall and nature trails. Children show a good sense of belonging in the nursery, and enjoy the vibrant, homely atmosphere. Children's behaviour, negotiation and cooperation skills are very good as they share resources and are beginning to resolve their own disputes with diplomacy or gentle support from practitioners. Children are also beginning to understand the rules of the group through reminders from staff, such as not to run indoors. They experience regular fire drills, which ensure children develop a sense of personal safety and responsibility. Practitioners also use books and stories to explain hazards and dangers, which helps children develop the concept of playing safely.

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	1
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	1
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
--	---

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	1
The extent to which children develop skills for the future	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

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