

Bambino Hannah House Nursery

Inspection report for early years provision

Unique Reference Number	116763
Inspection date	18 March 2008
Inspector	Naomi Brown
Setting Address	Hannah Ball First School, Philip Road, Totteridge, High Wycombe, Buckinghamshire, HP13 7JS
Telephone number	01494 442212
E-mail	
Registered person	Bambino Hannah House Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The setting opened in September 1999. It is part of a small privately owned chain of nurseries. It operates from a detached two storey building in the grounds of Hannah Ball First School. It comprises of four rooms, a conservatory, a kitchen, office and an enclosed outside play area. The nursery also has use of the school playground and hall.

There are currently 30 children under five years on roll. This includes 17 children who receive educational funding. Children attend a variety of sessions. Strategies are in place to support children with learning difficulties and/or disabilities and those for whom English is an additional language.

The nursery opens five days a week for 51 weeks a year, it opens from 08:00 until 18:00. There are nine members of staff who work with the children. All staff have, or are training for, early years qualifications to level two or three. The setting receives support from the early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as they have access to a good range of nutritious snacks that are rotated so that they do not become bored with their foods. Staff prepare nutritious freshly cooked meals, including pasta bakes, and vegetable curries with fruit for puddings. Children enjoy their mealtimes and have many opportunities to take part in cooking activities which helps them to understand the different components of a healthy diet.

The manager has nursing experience and consistently keeps up to date with signs and symptoms of diseases that require immediate treatment. The setting has a good policy and procedure in place for the provision of emergency treatment and appropriate consents in place to ensure the good health of all children can be upheld.

Children are able to take responsibility for their own health as they are given the opportunity to discuss suitable clothes for different types of weather and are encouraged to be independent when washing their own hands. The nursery rooms are clean and hygienic and all staff who have responsibility for preparing foods are appropriately qualified.

Children have plenty of opportunities for outdoor and large scale play, both in the well stocked and secure garden area and in the nearby school hall and on outings. Children enjoy their physical play and balance and jump with skill and enthusiasm. This daily outdoor play helps to protect their physical health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected as risk assessments are in place for the whole premises and individual areas. Overall areas are hazard free with major hazards such as stairs, kitchen areas and radiators managed with a good range of safety equipment. Fire evacuation procedures are sensibly written and displayed in all rooms. Staff and children in all rooms undertake regular fire drills to enable children to learn about their own safety. Fire boards are in place so that all necessary information for emergency services can be removed with the group. These steps ensure that all children are protected in the case of an evacuation. The nursery environment is sensibly arranged so that children are able to move throughout areas easily and with confidence. Regular risk assessments and daily checks promote the continuing safety of all children. Staff are able to identify any new hazards and use the systems in place to deal with them appropriately.

Accident and incident records are securely recorded and consistently documented to ensure that any patterns of accidents or incidents can be monitored. This, as well as stringent child protection policies and procedures help to safeguard children's welfare. Staff are thoroughly aware of signs and symptoms of abuse and are confident in their ability to record and report concerns, to the benefit of all children who attend.

Children are cared for by thoroughly vetted staff. Interim suitability checks are in place at the annual appraisal which helps to ensure continuing suitability for all staff. A thorough staff induction process helps all staff to be aware of evacuation and emergency procedures. This ensures that they are able to protect children at all times.

Children's welfare is safeguarded well as staff are all aware of indicators of abuse and neglect. Staff are all aware of their responsibilities to report concerns and are confident to speak to the manager about any worries they may have. The policy and procedure in the setting bears reference to Local Safeguarding Children's Bureau guidelines and this ensures that concerns can be reported to the appropriate person to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children have access to high quality resources including a sandpit, trains, cars, puzzles, a home corner, rockers, books and cuddly toys. Children enjoy banging and shaking a range of noisy toys and readily explore their surroundings which improves their mobility and sustains their inquisitive natures. A good mixture of free play and planned activities sustains children's interest in daily activities which in turn promotes their concentration skills. Staff are confident to operate at children's levels and join in their games, extending activities with thoughtful questions. Children enjoy singing a range of songs and take part with interest as staff change the volume and speed of songs. Children delight when they recognise familiar songs, making the actions to 'Miss Polly had a dolly.' Children rock their babies and then put their dollies to bed. Plans for Birth to three include clear objectives to meet a range of achievable goals. Children enjoy their wide range of activities throughout the day and the majority are well planned and executed to meet their needs. However, throughout story time children are taken to wash their hands and this has an impact on their ability to enjoy the whole story. At the same time, other staff set up the room for mealtimes. This ineffective staff deployment means that the session is rather disrupted and this results in several children seeking out other activities away from the group. This impacts on their ability to gain meaningful experiences from the session.

Nursery education

The quality of teaching and learning of nursery education is good. Children are making good progress towards the Early Learning Goals as they are cared for by staff who have a firm understanding of the Foundation Stage Curriculum. Children's language and communication skills are developing as they have access to a good range of fiction and non-fiction texts. Story times are extended by the member of staff as children are encouraged to identify items in pictures and count the numbers of different creatures in the story.

Children are able to learn about the world around them as they have access to a wide range of resources including a bug table, binoculars and displays that encourage them to learn about the life cycle of a frog. A child looks through binoculars and describes what she can see to a member of staff, 'I can see a man. I think he's going to work.' A staff member notices a ladybird on the window and this sparks a lively discussion about the ladybird as the children encourage it to climb onto a piece of paper. The group discuss its size and that it can climb up the window and then they find a ladybird on the bug table. This demonstrates staff's ability to react to children's spontaneous interests and supports their inquisitive natures. This happens often throughout sessions at the setting. For example while children are outside it begins to hail and children become very excited, describing the hail as 'ice pops'. Staff and children spend some time looking at the hail and discuss different kinds of weather. Children have plenty of opportunities for large scale physical play as they are able to explore the secure outdoor space. Children enjoy balancing on a range of logs and tyres and making towers with large construction bricks, developing their large and small muscle skills competently.

Plans thoroughly cover the different aspects of the Foundation Stage curriculum. Activities are detailed and offer ideas to staff for questions to ask and areas to explore to extend the activity. Activities are evaluated however there is no evidence to suggest that these evaluations inform future planning. Achievable targets are set for the group and are evaluated, however there is currently no differentiation noted for individual abilities which limits the setting's ability to consistently move all children on. Staff are aware of this and plan to begin documenting individual learning needs in the near future.

Helping children make a positive contribution

The provision is good.

Children are learning about the diverse world around them as they are exposed to a range of positive images of individuals with different cultures and religions. Books about children from different cultures are read at story time so that children become familiar with different individuals. Welcome posters on the doors of each room depict a wide range of languages and are positioned at children's level to encourage them to recognise different languages. Children are treated warmly while they are in the setting by staff and each other and this has a positive effect on their sense of belonging and their good behaviour. Children show good levels of self control both in groups and when undertaking solo activities. Children are able to manage their own behaviour, stating that 'I've put my listening ears on' when they sit down for a story. Children are cooperative and show good levels of concentration during most group activities which has a positive impact in their development. Children's social, moral, spiritual and cultural development is fostered.

The setting has a well established approach towards caring for children with learning difficulties and/or disabilities. Policies have been sensitively written and the manager has a clear approach towards broaching concerns with parents, carers and outside agencies. The manager has experience of caring for children with a range of specific needs and is confident in her team's ability to do so in the future. This has good effect on the care of all children in the setting.

The partnership with parents and carers for Nursery Education is good. Parents feel that they are well informed about the education that their children receive. Weekly diaries, parent's evenings and regular newsletters help to formalise the communications that staff have with parents. Parents are encouraged to become involved in their children's learning as they are invited into the setting on numerous occasions and are encouraged to contribute to books of children's work with photos and details of activities at the weekend or holidays. This two way exchange of information has a positive effect on the accuracy with which children's progress can be assessed.

Organisation

The organisation is good.

Children are cared for well by an established staff team. Most staff are aware of their roles and responsibilities and are able to operate successfully to benefit the children. At certain times during the day, including hand washing and snack time, staff deployment becomes a little confused which impacts on the concentration and enjoyment of the children who are taking part in activities. For example, story time which took place during hand washing time became disrupted and confused as most staff were concerned with moving the children to wash hands, rather than assisting them to concentrate on the story. Opportunities for children at other times of the day are improved by good levels of staff attention, especially during small group

activities. Staff are able to move between the setting and another setting nearby to ensure that staff to child ratios are consistently met. The setting is on a school site and has access to a large hall and the grounds of the school. This increases the opportunities that children have to experience a range of environments and to increase their play and learning opportunities. Overall the setting meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is good. The manager has a good understanding of the Foundation Stage curriculum. This enables her to plan a positive and interesting range of activities that fully cover the six areas of learning. Most activities are evaluated so that necessary adjustments can be made to improve learning opportunities for children. This has a positive effect on the good progress of all children at the setting. Children have ample resources that encourage their development towards the early learning goals. These are suitably organised by staff to give children a wide range of different learning opportunities throughout their time at nursery. This improves their opportunities for development within the Foundation Stage curriculum.

Improvements since the last inspection

At the last inspection two recommendations were raised that concerned improving hand-washing procedures and providing opportunities for parents to receive regular information on their child's day and progress. The setting has a good system in place for hand washing before eating, after toileting and after messy and outdoor play. Children are aware of the need to wash their hands to protect themselves from germs. The setting now offers written care diaries and regular parents' meetings to ensure that parents receive regular information on their child's day and progress. These improvements contribute to children's continuing safety and achievement.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider adapting current staff deployment at toileting and snack times to more effectively meet children's needs

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- adapt existing plans to highlight differentiation for children of different abilities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk