



Flower Pots Day Nursery

Inspection report for early years provision

Unique Reference Number	EY336843
Inspection date	20 February 2007
Inspector	Jane Mount
Setting Address	75 Adeyfield Road, HEMEL HEMPSTEAD, Hertfordshire, HP2 5DZ
Telephone number	01442 289090
E-mail	maeeleine.whitlock@btinternet.com
Registered person	Madeleine Kristine Alice Whitlock
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Flower Pots Day Nursery was registered in 2006 and is a privately owned nursery. It operates from the ground floor of the owner's residential property and includes off road parking and a fully enclosed garden. It is situated in the Adeyfield area of Hemel Hempstead.

A maximum of 18 children under five years may attend at any one time and there are currently 12 children on roll. The nursery recently registered to receive nursery education funding although at the time of inspection there were no children attending aged over three years and in receipt of the funding. Children from the local community of Adeyfield and the wider catchment of Hemel Hempstead and surrounding areas attend the nursery.

Flower Pots is open from 08:00 to 18:00, Monday to Friday, all year around except for public bank holidays. Children attend for a variety of sessions and full day care and sessional care is

offered. The setting is able to support children who speak English as an additional language and children with learning difficulties and disabilities.

Five staff work with the children and of these three staff hold level three childcare qualifications and one has a level two qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have their dietary needs met well. Menus are planned on a four weekly cycle and are displayed to inform parents and take account of children's individual dietary needs. Children's health is safeguarded as special dietary requirements are effectively met with good procedures in place to ensure all staff are aware and fully informed of specific food allergies or preferences. Children benefit from a healthy balanced diet with all meals and snacks freshly prepared and cooked on the premises. For example, at lunch time children enjoy salmon with pasta and a selection of vegetables including mange tout, broccoli and carrots. The dietary needs of young babies are met well with individual routines carefully followed. Mealtimes are used as a time of social interaction and a time to promote good table manners with staff sitting and talking with children while they eat. They discuss healthy food and what they like to eat and children are encouraged to talk about what foods are good for them. For example, at snack time the children have fresh pineapple with cheese and tomato and staff talk about the different flavours and textures with the children. Children can access drinks at all times and drinking water is freely available. A water dispenser is available for older children and named beakers are always available for younger children with staff regularly asking them if they are thirsty and would like a drink. Staff have effective procedures in place to ensure babies remain hydrated with a timer set for thirty minute intervals to prompt staff to offer drinks. Children's individual dietary intake is recorded in their daily communication books and shared with parents. Consequently, children receive a healthy, balanced diet.

Children's health is protected because the staff implement the nurseries health and hygiene policies in a consistent manner. For example, there are good routines in place to ensure all toys and equipment are regularly cleaned. Also, staff wear disposable gloves and aprons when changing nappies and tables and high chairs are cleaned with anti-bacterial spray before and after eating. Therefore, the risk of cross infection is minimised and children stay healthy. Children are cared for in an environment where they are beginning to learn the importance of good hygiene and personal care. Support and guidance from staff helps children to gain a clear understanding of good hygiene practices to ensure they stay healthy. For example, staff help children to brush their teeth after lunch and to wash their hands before eating and after visiting the toilet and babies have their hands cleaned with baby wipes. Children's health is safeguarded as there are clear recording procedures for accidents and when administering medicines. Medicines are stored appropriately with children's names recorded on most individual medicines and staff are fully aware of procedures to follow prior to administering any medication.

Children are able to take part in a varied range of activities which contribute to their physical development and promotes a positive attitude towards exercise. Children develop self-confidence

in their physical skills as they use a varied range of indoor and outdoor activities on a daily basis. They show enjoyment when playing outside and benefit from the fresh air. Children's physical health is promoted as they confidently run and climb. Their physical development is encouraged as they enjoy throwing and kicking balls and delight in running in and out of small obstacles. Younger children have clear space to practise their crawling and walking skills. Staff support and encourage them as they develop control over their bodies. Children are able to rest or be more active according to their needs and staff ensure individual sleep requirements are met in close consultation with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards and to keep children safe. Children have choice in an environment kept safe but where they are able to explore with safe limits set. Staff have a sound knowledge of health and safety procedures and positive steps are taken to promote safety and keep children safe. For example, babies and young children are closely monitored when asleep and clear and effective fire procedures are in place which all staff are fully aware of and know how to implement in an emergency. Also, the kitchen is inaccessible to children and effective staff deployment ensures children are closely supervised including when playing in the garden. Supervising entry to the nursery is well managed by staff with clear security procedures in place so no unauthorised person can gain access to the premises and consequently, children remain safe and are not at risk.

Children have access to a range of safe and developmentally appropriate resources and equipment to promote their learning and development. The nursery has been organised to encourage children to independently access most resources. For example, furniture is child height with low level storage units to encourage them to explore and select resources easily. Resources are well maintained and regularly checked by staff to ensure they are clean and safe. Children are beginning to learn how to keep themselves and others safe with staff generally explaining safe practices. For example, staff explain to a young child how to negotiate the small step to the outside area so they don't fall and hurt themselves. During the current topic of safety the children have been learning about road safety and enjoyed making a road and crossing in their role play area so they can practise crossing the 'road' safely.

Children's welfare is protected because staff have an excellent knowledge and understanding of child protection and know how to safeguard children. They are aware of the correct recording and reporting procedures if they had a concern and fully understand their responsibilities. A child protection policy is in place which is informative and all staff know how to implement. The manager is the designated person responsible for child protection and she ensures that procedures are kept up to date which contributes to children being protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children's learning is promoted through the staff's strong knowledge of child development and of the 'Birth to three matters' framework which they implement well. Staff use the framework to plan and organise play experiences for children under three years which are developmentally appropriate. Younger children's progress is monitored through regular observations of individual children's play and achievements. Keyworkers regularly observe and assess children to see how they are progressing. Assessment records are also linked to the 'Birth to three matters' framework and overall, clearly show how children are progressing and what their next stages of learning are. Assessment records are used to inform future planning which ensures planned activities are developmentally appropriate for the children who attend and help children progress.

An effective keyworker system is in place with staff knowing their key children and their families well. Subsequently, children's individual needs are met well and they develop confidence and self-esteem. Staff work in close partnership with parents which results in them being able to support children in their play more effectively. Children feel at ease in the nursery environment. They happily separate from their parents and carers at the beginning of the session and enthusiastically explore and investigate the environment.

Younger children are able to participate in a range of activities which provide a balance of free play and more structured play opportunities with a daily routine which has a balance of adult led and child initiated play. Children's independence is encouraged as they are able to make independent choices in their play. Children regularly enjoy sensory play with opportunities to explore paint, water, sand and other mediums. For example, babies delight in feeling the sensation of dry sand between their fingers and toes and the toddlers enjoy making 'lots' of bubbles in the water tray with sponges. Early communication skills are well supported as staff listen and encourage babies to vocalise as they sing and talk to them while playing. Staff listen to what children have to say and children are not rushed in their talking. Children show an interest in books. They independently look for their favourite story and confidently ask an adult to read it. They listen attentively to the story and discuss the pictures. Staff respond to children's questions while looking at the book.

Nursery Education

The quality of teaching and learning is satisfactory. The nursery have systems in place to provide nursery education although no children aged over three years yet attend the nursery. Therefore, there are no children yet attending the nursery who receive funding for nursery education. Staff have been working hard to develop planning and assessment systems in line with the Curriculum guidance for the Foundation Stage. The room leader for the pre-school room is currently attending Foundation Stage training and there are plans for other staff to increase their knowledge in the future. However, because some staff currently have an insecure knowledge of the curriculum children's learning is potentially compromised. Planning and assessment systems are under development and long and medium term plans are in place. They show the six areas of learning and activities children may participate in. However, short term plans and assessment systems are not yet informative enough or linked to the stepping stones.

Consequently, children's learning and progress are potentially limited. An effective keyworker system is in place already for the younger children who attend and this will be used to ensure staff build trusting relationships with older children and encourage them to try new experiences.

Through discussions with staff and observation of younger children in their play the setting demonstrates that they will provide a broad and balanced curriculum which covers the six areas of learning. Older children will be able to learn about safety and behaviour within routines and behaviour will be managed in a positive manner as it is throughout the rest of the nursery already. This will help to promote children's self-esteem. Children will be able to benefit from resources which are easily accessible and support their independent learning and exploration. For example, accessibility to resources in low level units and easily accessible painting aprons or encouraging children to manage their toileting needs. Children will have regular opportunities to experience music, imaginative play and explore varied materials and media on a daily basis. Children will be able to access drawing and writing materials and use their imaginations in the role play area. Mathematical concepts will be reinforced through books, singing and counting during the daily routine. Also, various activities will be planned which develop children's confidence and understanding in their mathematical learning which will involve numbers, shapes, patterns and problem solving. Children will be able to explore concepts such as quantity and volume through sand and water play.

Older children will have opportunities to listen and respond to stories, songs and rhymes and will learn how print carries meaning. They will be able to become familiar with the written word, such as observing labelled toy boxes or seeing their names on their pictures or on their coat pegs. Older children's physical skills will be fostered with regular opportunities to exercise within the daily routine. They will have opportunities to access resources that develop their knowledge and understanding of technology and the world. For example, through the use of computers, interactive toys and everyday items such as tape recorders to listen to story tapes. Children will be able to experience a sense of place through visits such as to the local library or shops. Children will learn about past and present through discussions about their families.

Helping children make a positive contribution

The provision is good.

Children's awareness of diversity and their understanding of others is promoted through the range of activities and resources they take part in. Children develop positive attitudes to others as they are able to select from resources which reflect diversity and the wider world, such as small world play, dressing up clothes, books and puzzles. Children are beginning to appreciate the customs and cultures of others with posters and displays which reflect positive images and help children become aware of the wider society. Children learn about the community through regular walks and outings. For example, visits to the local pet shop to see the animals or to the library for books or story time and to the shops. The nursery also plans for the next topic which is 'people who help us' to invite people in to talk about their role in the local community, such as, a nurse or policeman.

Children play well together and behaviour is dealt with in a positive and consistent manner by staff. They talk with children about helping each other in their play and children are beginning to share, take turns and behave considerately towards others. Children are beginning to

understand responsible behaviour with staff generally explaining the implications their behaviour can have on others. For example, staff sensitively explain to a child that it is not a good idea to throw a small wooden brick because it might hit someone and hurt them or the toy may be broken. Children are taught to be polite to others and the staff are good role models. Staff have effective systems in place to provide appropriate care and support to children who have English as an additional language and work in close partnership with parents to ensure children's individual needs are met. There are also effective strategies in place for children with learning difficulties or disabilities. The special needs co-ordinator is proactive in ensuring that appropriate action is taken when a child is identified or admitted with a particular need. All children are fully included and their families are supported. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers of funded children is satisfactory. This is because there are no funded children currently attending, however, there are clear systems and strategies in place for when children who receive nursery education attend. Children benefit from the effective relationships that staff have developed with parents and carers and this significantly contributes to their well-being. A clear settling-in programme ensures children settle well and become secure in their surroundings. Children's individual needs are effectively met as staff obtain information from parents prior to their child starting at the nursery and this information is effectively shared with the child keyworker. A daily communication book is completed for each child by their keyworker and shared with parents and parents are invited to share information from home through also completing the book. An informative notice board and entrance hall, newsletters and a registration and welcome pack are also used to inform parents about the provision. Information about the 'Birth to three matters' framework and the Foundation Stage is shared with parents to ensure they are fully informed and able to help their children make progress in their learning in partnership with the nursery. Children's achievements are verbally shared with parents and there are plans to introduce parents evenings when children's progress can be discussed on a more formal basis. Parent questionnaires are used as a way of monitoring the quality of the care and education provided and feedback from parents has been positive. Also, parents spoken to at inspection felt the nursery environment is welcoming and inviting and the staff are very friendly and helpful. Parents felt fully informed of their child's progress and were happy with the type of care and education their children receive.

Organisation

The organisation is good.

Children are cared for in a setting where their needs are met well because staff, time and resources are effectively organised. Staff work well together as a team and are very supportive of each other. Recruitment procedures ensure children are cared for by staff who have relevant experience and qualifications to do their job and all staff working with children are suitable to do so. Children's safety and well-being are promoted because appropriate checks are completed on all staff and information is correctly recorded. Any persons, such as visitors, who have not been vetted would not have unsupervised access to children and all staff are fully aware of this.

Clear induction systems ensure staff are fully informed of the setting's policies and procedures which they implement in a clear and consistent manner. Staff are clear about their roles and responsibilities and staff appraisals are used to discuss strengths and weaknesses and future improvements with individual staff and training needs are identified and addressed as soon as possible. Children are cared for by staff who have a sound knowledge of child development and all staff apart from the provider hold an early years qualification. Staff are well informed and generally keep up to date with current child care practices through regular staff training. Documentation for the efficient and safe management of the provision and to promote children's welfare, care and learning are in place. Registers are maintained and accurately record children's times of arrival and departure and there are good procedures in place for recording visitors. However, systems for recording staff attendance are not so effective at accurately recording staff attendance and consequently in an emergency children's welfare is potentially not fully protected.

Leadership and management of nursery education is satisfactory. There are no funded children yet attending the nursery but planning and assessment systems are in development and are generally well organised to ensure children's learning is promoted and children can make progress towards the early learning goals. The manager has a clear vision of the needs of the children and she is committed to ensuring children are safe, feel good about themselves and make progress in their learning. She leads by example and is a good role model. Staff are supported through regular staff meetings and information from staff meetings and staff and parent questionnaires is used to monitor and evaluate the quality of care and education provided within the setting. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 satisfactory.

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):

- review daily recording systems to ensure all staff attendance is accurately recorded.

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):

- increase staff knowledge and understanding of the Foundation Stage
- develop planning and assessment systems so they are informative and linked to the stepping stones.

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