

# Hemsley House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY260056  
**Inspection date** 09/10/2009  
**Inspector** Stacey Sangster

**Setting address** 137 Tonbridge Road, Maidstone, Kent, ME16 8JS

**Telephone number** 01622692977  
**Email** info@hemsleyhouse.co.uk  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Hemsley House Day Nursery was first registered in 1984 and was taken over by the new owners in 2003.

The nursery operates from a large house located near Maidstone town centre. The setting is registered on the Early Years Register to provide care for 48 children in the early years age range. Provision is made to support children with special needs, and those who speak English as an additional language. Currently, there are 59 children in the early years age range attending the nursery.

Two floors of the house are used to care for children. There are rooms available on both floors for messy activities and carpeted, comfortable playrooms. The rooms are furnished with nursery-sized furniture.

All children have access to use the garden on a daily basis. The garden is fully enclosed with a decking, paved and grassed areas.

Nine staff are employed to work in the setting. All are qualified with seven qualified to NVQ Level 3, one has a degree in Primary Education and two staff are enrolled on courses to further their existing qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the individual needs of all children well. Staff recognise that each child is unique and tailor make care and education arrangements to ensure that this is reflected. The setting has a strong commitment to maintaining continuous improvement. They evaluate their practices continually and work well with the local authority to identify and tackle any areas of weaker practice. Safeguarding children effectively and the inclusion of all children are strong features of this setting.

## What steps need to be taken to improve provision further?

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

- include the information that parents share informally about their children's progress and development in the formal record of assessment
- explore ways to identify the success of the delivery of each of the six areas of learning, to identify strengths and address any weaknesses if necessary

## **The effectiveness of leadership and management of the early years provision**

The setting's systematic approach to safeguarding protects children and reassures parents. There are a range of documents to inform parents and guide staff in the procedures that are in place to ensure that children are kept safe and protected from harm. Adults working with children are subject to vigorous vetting procedures and are never left alone with children until these are completed. Staff are careful and competent in regard to assessing and minimising risks, and provide children with guidance to help them develop their own risk assessing skills. High numbers of staff hold current first aid qualifications ensuring that any child who requires first aid attention is quickly assisted by staff with an up-to-date knowledge of how to proceed.

The setting as a whole is committed to providing high quality care and working together to identify areas that they can improve on. The leadership and management are clear about their aims and vision for the setting and share these effectively with staff. As a team they share a common understanding of the objectives identified, they are supportive of the aims and work hard to achieve them. All staff routinely reflect on their practices, are clear about where their strengths and weaknesses lie and as a team contribute ideas about what can be done to enhance the care that they offer. As a result, priorities identified for improvement are those which put the child at the focus of the improvements and changes made significantly improve the children's experiences. Staff comment that they are motivated to explore ideas and improvements because their views are listened to and they are given the freedom to try new ideas and ways of working. Staff appear happy and confident in their work, employee turn over is very low reflecting the success of the management in meeting the needs of the staff.

Resources in the setting are plentiful, are of good quality and are used effectively by the staff to support children's progress in all six areas of learning. They include a range of toys, equipment and activities that promote equality and diversity. Following use of the Early Childhood Environment Rating Scale (ECERS) staff now regularly review the lay out of the environment and monitor how the children use the equipment to evaluate its effectiveness. Staff are able to identify how the changes made to the layout of the rooms improve the opportunities for children and create a more flexible play space. As a result of recent changes to the art and craft room children are now recognising the room layout as adaptable. Staff report that children now ask if they can move the easels, for example, when they want to do dancing or physical exercise to music and the room is used more effectively as a result. The setting has sound procedures in place to evaluate individual activities to ascertain the success of the delivery of the learning outcome. They have not yet developed a system to enable them to review the progress of groups of children and determine the strengths and weaknesses of the setting's delivery of each of the six areas of learning.

The setting has made very good use of the support networks available in Kent. They work with the Advisory Service Kent (ASK), and have a Settings Improvement Partner. They liaise termly with an advisory teacher who supports the Special

Educational Needs Coordinator (SenCo) and have contact with a local child development officer. Arrangements for developing partnerships with other Early Years Foundation Stage (EYFS) providers are emerging and due to the number of children who move into the nursery from the setting's separate Baby Unit, the consistency of the record keeping arrangements between the two helps to support children's transition and ensure that valuable information about the children dovetails perfectly into the systems at the nursery.

The setting uses an assessment system which records the children's achievements and progress against the EYFS and six areas of learning. This provides a comprehensive record of the children's developmental progress and educational accomplishments. The records are available at all times to parents and are sent home quarterly with the key workers, at this time, carrying out a review and identifying the next steps that they will be working towards with children. Currently the system is used only to capture parents' views, questions and observations at the times that the record is shared formally with parents. Staff concede that the information parents' share informally in daily exchanges with the key workers is not being used to enhance the formal observation and assessment record, between these times, although it is taken into account informally by key workers. The routines in place to share information about the care and welfare needs of children are much more firmly established and the regular exchanges help to ensure that both parents and the setting are working very closely in partnership to meet the needs of the child in this area. A comment box is available for parents to make contributions and share ideas for improvements or say what they think is being done well.

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

Children enjoy their time in this setting. They are skilfully guided by their key workers to extend their knowledge and advance their skills as they play with self-selected or adult-organised activities. Staff know where children are in their individual learning journeys and during their interactions with children encourage them to make progress towards the early learning goals. The quality of the teaching is good and children are motivated to explore, investigate and question why things happen. They receive encouragement from staff to be inquisitive and this helps to develop an atmosphere where children are motivated learners who are creative and think critically.

Threaded through all that the children do and learn is a good awareness of safety. Children's behaviour is good in this setting, they are reminded to use 'kind hands' and to 'use their words' if faced with the need to deal with minor disputes. Staff help children to manage conflict verbally and for example explain why, for example, they do not want another child to paint on their painting. Staff also explain to children how their behaviour can keep themselves and others safe. They provide details which allow children to develop an understanding of the possible hazards of some behaviour, such as running inside, leaving toys on the floor or not wiping up spills. When action, such as wiping up a spill is needed to reduce a risk, staff and children do this together, talking about what might happen if it was left

and giving children a sense of responsibility and increased awareness of basic risk assessment skills.

Children generally get on very well with each other, laughter, spontaneous singing and lots of chatter between the children and the staff and children result in a happy atmosphere where children appear fully engaged in stimulating, purposeful play. The children have good opportunities to absorb knowledge about their own and each other's cultures. Some of the labels currently around the nursery are written in English and Spanish as a child attending speaks some Spanish at home, staff have asked the parent to tell them the correct pronunciation, which they have written phonetically below each word to make sure that they can use the labels effectively. In one room rhythmic Indian music plays and some children are seen to become immersed in the beat, bobbing in time to the music while engrossed in their play, while next door the children enjoy listening to Michael Jackson CDs while they are painting, stopping occasionally to try and join in with the chorus, with varying levels of success. A range of festivals and celebrations are talked about and enjoyed by the children throughout the year, helping them to become aware of the multi-cultural world that they live in.

Children's health is promoted in the setting. A range of policies and procedures ensure that the risk of cross infection is kept to a minimum and children learn about good hygiene through the daily routines such as hand washing before meals and after using the toilet. Frequent discussions occur about healthy eating with children beginning to take a real interest in which foods are good for them and how eating these foods will affect their bodies. Several children, for example, comment to staff at lunchtime that they are eating their vegetables because they want to grow big and strong. Children also demonstrate a good knowledge about sun safety and the need to drink plenty of water in hot weather or after exercising.

Children develop useful skills that will support them in the future. They learn how to communicate effectively and get their views, ideas and opinions across, politely and confidently. Most manage their self care well, from practical skills such as doing up their clothing and shoes, to making positive choices in the way they behave, look after their health and manage elements of their own safety. By the time they leave the setting they are developing numeracy skills and applying these to simple problem solving and have a good grasp of how technology works and assists many areas of life at home, in nursery and in the community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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