

# Hampstead Hill School Early Years

Inspection report for early years provision

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**Unique reference number** EY356473  
**Inspection date** 09/02/2011  
**Inspector** Lorraine Sparey

**Setting address** St. Stephens Hall, Pond Street, London, NW3 2PP

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**Type of setting** Childcare on non-domestic premises

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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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## **Description of the setting**

Hampstead Hill School was registered in 2007. The school is privately owned and is situated in Hampstead in the London Borough of Camden. The school is an independent co-educational school, which is open all year round from 7:45am to 5:30pm with the exception of one week at Christmas. The school provides a nursery class for children aged from two years. The setting operates from St Stephens Hall and is registered to take 150 children from two years to three years. There are currently 39 children on roll. In addition children aged three to eight years are accommodated within the school. Children are organised into groups according to their age and stage of development. Each class has a base room and use of additional rooms throughout the school for other activities such as music and physical activities. In addition the children have access to two outdoor enclosed areas. The staff who teach and care for the children at the setting hold relevant qualifications in early years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are confident and developing good relationships within the nurturing environment. Staff clearly know children's individual needs and close liaison with parents and carers ensures that their ongoing requirements are met. Children participate in a broad range of generally well-planned adult led and child initiated play and learning opportunities. As a result children make good progress in their development and learning. Management and staff strive to ensure continuous improvement. There are clear systems in place to monitor and evaluate the provision involving staff, parents and children.

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

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

- develop hand washing routines so that young children learn to make the links between good hygiene practices, nappy changing and toileting to limit cross infection
- review the grouping of children during adult-led activities to enable all children to make choices in their learning.

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

Children are effectively safeguarded because all staff throughout the setting have attended safeguarding training. They are confident to implement the settings clear policies and procedures in the event of the concerns being raised with regard to

children's welfare. The environment is safe, secure and well maintained. Regular risk assessments and daily safety checks ensure that all the areas used by children are safe. In addition all staff have health and safety and fire training enabling them to maintain a safe environment for the children. Rigorous and robust recruitment and vetting procedures and, clear induction procedures ensure that adults are suitable to work with children. Annual appraisals and good training opportunities mean staff are kept up-to-date with the relevant childcare practices.

Generally, resources are easily accessible to children and high staff ratios ensure that children are well supported. At times, throughout the day children also benefit from one-to-one support. There is a good range of resources to promote many aspects of our diverse society and children participate in a range of learning opportunities, increasing their understanding of the wider world.

Effective procedures to monitor and evaluate the provision ensure that children, parents and staff have the opportunity to be involved in decision-making. The principal and the management team operate an 'open door' policy, spending their day around the nursery school and in an open plan office where parents and children can talk to them. All staff are encouraged to be involved in reflecting on their practice, ensuring that children are making maximum progress and enjoying their time in the nursery school. For example, the team had identified the outside area was not wholly successful in promoting young children's play and learning. As a result the whole area has been resurfaced with safety surfaces and a wide range of equipment. This enables children to develop their physical skills whilst exercising in the fresh air. Close circuit television is being installed throughout the premises to further promote children's safety.

Parents are encouraged to be involved during their children's time within the nursery school. They are invited to share their skills and spend time settling children in the new environment. Parents report that they particularly value the nurturing and homely environment, recognising their children are extremely happy and making good progress in their development and learning. Other parents comment that they particularly value the positive approach to diversity. Every child's uniqueness is valued. Regular parental consultation evenings enable key staff and parents to discuss and agree the next steps in children's development and learning. In addition, daily informal discussions provide parents with the opportunity to discuss their child's ongoing progress. There are systems in place to share information with other early years professionals and settings if the need arises.

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

Children clearly enjoy their time in the nursery school. They actively participate in a broad range of quality activities. There is a balance of adult led and child initiated play and many learning opportunities. They enjoy listening to stories about different animals and confidently talk about their visits to farms and the zoo.

Staff extend children's learning and thinking by asking questions such as 'What colour do you think the cow is?' and 'Can you count the dinosaurs?' Children are enthusiastic and engaged in the stimulating environment. However, at times staff expect all the children to participate in an adult led activity such as '3-D recyclable modeling'. The activity is generally well-planned with regard to the resources available and there are clear learning intentions. These include children learning to work and co-operate with each other while making their own models of robots, boats or houses. However, there is limited space for all the children to sit round and complete the activity to their satisfaction. Some children are more interested in looking at books or playing with the dinosaurs than participating in the planned activity. At other times children thoroughly enjoy listening to the drama teacher telling stories and encouraging them to act them out, developing their creative and physical skills. Children curl up pretending to be hedgehogs before stretching into giraffes and then use their arms as trunks when they become elephants. Children have good opportunities to develop their number skills. All children enjoy counting the numbers on the large caterpillar, successfully counting to 10. Some children use their home language, encouraging the other children to count with them. Children benefit from additional teachers spending time in their classrooms developing their musical skills. Children are sociable and are developing good relationships with the adults and their peers.

Staff demonstrate good knowledge of the Early Years Foundation Stage framework and how young children develop and learn. They use a variety of skills to encourage children to participate in activities and to develop their own ideas. Staff complete regular observations and 'snapshots' of children's progress. Parents are encouraged to share children's progress at home and the information is used to effectively plan the next steps in children's learning.

Children enjoy healthy and nutritious snacks and meals. They are encouraged to help themselves to water throughout the day, promoting their independence. Children learn about how their bodies change through dance and exercise. Children are encouraged to wash their hands after toileting, playing in the garden and before food. However, during nappy changing, staff do not encourage children who are old enough to understand, to build the links between toileting and good hand hygiene practices. Children are learning about safety because staff give them clear messages about safety issues. They ensure they are well placed to support children when using the outdoor equipment to take safe risks. For example, a member of staff stands close to the climbing frame monitoring the children's play and explains the need to limit the number of children using the equipment to keep them safe. Children's behaviour is good for their age and stage of development. They demonstrate good manners and are encouraged to be polite and share resources with their friends. Children benefit from the staff being positive role models and continually praising them for their achievements. Children have good opportunities to learn about their community and the wider world. They celebrate festivals such as Hanukah and Eid encouraging children to learn to value and respect others.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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