

Harcourt Pre School Nursery

Inspection report for early years provision

Unique Reference Number EY341317
Inspection date 27 March 2007
Inspector Shirley Maynard

Setting Address 2 Harcourt Road, HARROGATE, North Yorkshire, HG1 5NL

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Registered person Ladybird Day Care Ltd
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 satisfactory. 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?

Harcourt Pre School Nursery operates from a detached house close to the centre of Harrogate. The nursery operates from the ground floor and first floor which include six playrooms for the children with the support of a kitchen, toilets, milk kitchen, nappy change area, sleep room and office. The children have access to a secure outdoor area to the rear of the property. The nursery opens five days a week all year round from 08.00 until 18.00.

There are currently 59 children aged from three months to five years on roll. Of these, 16 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities and also a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, nine hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay mainly healthy because staff follow some appropriate health and hygiene guidelines, such as encouraging the older children to wash their hands before eating food and after messy activities. Children generally benefit from using liquid soap and paper towels so the risk of cross-contamination is minimised. However, younger children use a communal bowl of water and towel for hand washing which means their good health is compromised. Children are well protected from illness and their health needs are met effectively. Most staff have up-to-date first aid training, so children's medical needs and accidents are attended to. These are appropriately recorded, with parents signing all records. Parents give permission to seek emergency medical treatment if required. Staff have a clear understanding of sickness and exclusion procedures, which contributes to helping children stay healthy.

Children benefit from being well nourished and enjoy mainly healthy snacks and meals. They are being to develop an understanding of which foods contribute to their good health as they discuss where milk comes from, and why they eat fruit and vegetables at snack time. Staff work closely with parents to ensure children's health and dietary needs are met and any allergies and health issues are thoroughly discussed with parents before children begin to attend. Children choose from water or milk to drink and their independence is encouraged as they pour their own drink and spread their own margarine on their crumpets. This develops their hand-eye coordination and fine motor skills.

There are sufficient opportunities throughout the day for children to positively benefit from regular fresh air and exercise. Weather permitting, children develop their coordination and balancing skills as they negotiate the low-level beams. They use their bodies in a variety ways and start to develop increasing control, for instance, as they competently steer the wheeled toys including bikes, scooters and coupe cars around the outdoor play area. Younger children have access to a secure balcony which is used throughout the day. They thoroughly enjoy playing in the ball pool and staff are on hand to gently encourage them to throw and catch the balls.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment provided for the children is mostly safe and secure. For example, the main door is locked and staff open it to allow parents and visitors entry. All accessible radiators are securely guarded and electric sockets are covered. Children are well protected in the event of an emergency. Regular fire evacuations are practised and accurately recorded. They are carried out at different times of the day. This means that children are very efficient at following the drill and staff are aware of the actions to take in a variety of different situations. However, some hazards to children have not been effectively minimised because robust checks do not ensure all areas are assessed for possible safety issues before children arrive. In particular, the hose pipe in the outdoor play area is not securely stored and as a result, children are at risk of injury.

Children play and learn in an appropriately planned indoor environment which is adequately maintained and meets their differing needs. For example, children show much interest in an assortment of musical instruments and hand puppets which are regularly used by all the children.

The setting is made welcoming to parents and children as there are brightly coloured displays on the walls. Children play freely with room to move and make choices about their activities, for example, jigsaws, books, dough and cutters and small construction.

Children are safeguarded because staff have a sound understanding of their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance. They understand the signs and symptoms of abuse including bruising and changes of behaviour. The named person would record details and if necessary contact the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy and achieve as staff provide a balanced range of activities and topics which link to the 'Birth to three matters' framework and the early learning goals. They engage in satisfactory activities which include role play, small world and musical games and songs. Babies and toddlers also benefit from a satisfactory range of resources and activities, appropriate to their age and development. Staff adopt a gentle approach that encourages children to develop at their own pace, whilst caring for their physical and emotional needs. For example, in the Tweenies room, staff sit down on the floor with the children and are attentive and responsive to the younger children, talking to them and encouraging them to use their voices. Staff involve children in the variety of colourful displays they produce. However, there is limited opportunity for children to independently assess self initiated craft materials and displays are generally linked to themes and are adult directed.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are mostly positive in their approach, explaining things at an appropriate level and interacting well with children, praising their achievements. Key staff have attended suitable training and show some understanding of the Foundation Stage. However, the teaching methods used are not always consistent and this has a negative impact on children's learning. Some older and more able children are not always sufficiently challenged as planning does not take into account their different abilities. Staff make regular observations of what children can do and keep individual records of their progress towards the early learning goals. Staff manage children well and have appropriate expectations for behaviour.

Children play cooperatively in the role play area creating their own everyday situations. The area is currently a garden centre and children are interested in buying the different plants and flowers. Children are developing a sound understanding of the natural world and enjoy planting cress seeds inside and flowers in the garden. They discuss with confidence how the flowers need sun, water, and soil to make them grow. The children show a very positive interest in Information Communications Technology (ICT) and independence on the computer. They greatly benefit from the wide variety of resources including, a Beebot robot, stopwatches, remote control cars and magnets of various sizes and shapes, and demonstrate their developing skills in operating them.

Children's mathematical development is supported through their daily routines. They successfully count the number of children in the group and how many chairs are needed at snack time. Children also thoroughly enjoy number songs, for example, 'five little ducks' as they add and subtract. Children know about shape when playing with the cutters in the play dough and use

tall and short when discussing different flowers. Children enjoy regular stories and handle the limited selection of books with confidence and concentrate on what they see. Some children excitedly recognise the first letters in their names and those of their friends. However, there is little opportunity for children to write their names or write for a purpose, because pencils, pens and other mediums are only accessible in the mark making area.

Children benefit from regular outings in the local community. A recent visit to attend a music session at the library was very successful. Children eagerly described the musical equipment they used and pointed to themselves in the photographs of the visit with much delight. Children also learn about the wider world as they celebrate festival and seasons, dress up and look at posters that promote positive images of culture, diversity and everyday situations. For instance, children regularly benefit from visitors representing guide dogs for the blind.

Helping children make a positive contribution

The provision is satisfactory.

Children and their families are valued and welcomed into the setting because staff respect each family who attends. All children are able to engage fully in all the activities as they make decisions about their play. The children's understanding of diversity is well promoted as they access a range of resources, for example, jigsaws, dolls, a toy wheelchair and books. The inclusion of all children is actively planned and monitored. This is particularly evident in the inclusion of children and parents for whom English is an additional language. Staff successfully use photographs to demonstrate the daily routines and have a selection of musical tapes in different languages to develop children's self-esteem and sense of belonging.

Children learn to manage their behaviour, which is generally good, because staff use positive strategies and act as good role models encouraging children by effective use of praise. They discuss behaviour with the children and support them by being enthusiastic when children succeed, for example, 'well done' and 'that is excellent', which enables children to develop their feelings of self-worth.

Staff work closely with parents when there are concerns about possible learning difficulties and disabilities. They carefully monitor individual needs through observation and seek additional guidance when appropriate to ensure all children's care and learning needs are well met. Recently, all staff have undertaken additional training to fully include children with a specific difficulty.

Partnership with parents and carers of children who receive nursery education is satisfactory. Parents can access their children's file and plans are displayed to show the activities their children are doing. However, they do not receive specific information about the different aspect of the Foundation Stage and how these activities develop their children's learning along the stepping stones. This limits their understanding of how they can be further involved in their child's learning.

Overall, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from an environment that is organised to meet their needs and gives them a sense of security and belonging. Staff ensure the correct ratios are rigorously maintained and

have secure strategies in place to cover staff illness. Children play and learn in an appropriate environment which is suitable for the ages and development stages of the children who attend and promotes positive outcomes for children. Appropriate policies and procedures to protect children's welfare are accurately maintained, stored securely and available for inspection.

The leadership and management are satisfactory. Children are well protected and cared for by staff who are appropriately qualified and vetted. The management have implemented suitable procedures for induction and appraisal of staff. The staff have clear understanding of their roles and responsibilities. They work well together as a team and support each other in the day to day running of the sessions. Training is promoted for all staff with courses being accessed to develop staff understanding of the Foundation Stage and 'Birth to three matters' framework. However, focused activities are not evaluated and there are no clear systems in place to show how the curriculum as a whole is monitored and reviewed.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

This is the first inspection since registration.

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.

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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):

- ensure risk assessments are regularly implemented and hazards identified are minimised, with particular reference to the hose pipe
- ensure appropriate hygiene practices are consistently implemented to minimise the risk of cross-contamination
- provide children with opportunity to self initiate craft activities of their choosing.

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):

- provide children with regular opportunities to use writing as a means of recording and communication
- ensure information gained from assessment is used to help children move to the next stage of learning.

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