

# The Harvey Early Years Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341101
<b>Inspection date</b>	16 May 2007
<b>Inspector</b>	Ann Bamford
<b>Setting Address</b>	Harvey Early Years Centre, Shaw Street, BOLTON, BL3 6HU
<b>Telephone number</b>	01204 337 390
<b>E-mail</b>	maria.blowe@bolton.gov.uk
<b>Registered person</b>	Bolton M B C
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

The Harvey Early Years Centre is operated by Bolton Metropolitan Borough Council, Children's Services Department and was registered in October 2006. The centre has been operating since 2000 as a Sure Start centre. It is situated in the centre of Bolton.

Full day care, incorporating funded nursery education sessions, is provided in designated rooms from 07.30 until 18.00 each weekday, with the exception of bank holidays. In addition, the setting operates a separate unit caring for babies during term time only. Out of school care is provided from 15.30 until 18.00 each weekday during term times and on a planned basis during school holiday times. Creche facilities are provided in accordance with the programmes running in the centre. Children aged from birth to eight years and beyond may attend. The centre opens all year round, except bank holidays.

Children have access to the nursery, the out of school or the creche facility according to which service they are attending. Each of these contains their own play areas and a separate secure outdoor play area. Other areas of the centre, the community room and the family room, are used by children on a planned basis.

In the nursery, the manager works alongside her 14 staff; of these, 12 hold childcare qualifications at Level 3 and one further staff is working toward a Level 2 award. In the out of school, the manager works alongside her five staff; of these, three staff hold Level 3 awards in play work. In the separate baby unit, both staff hold Level 3 qualifications in childcare, as do both staff who regularly work in the creche.

A centre manager is employed to operate the provision as a whole. She employs two suitably qualified managers who oversee the running of the day care facilities. In addition the setting has a part time teacher who specialises in early years.

At the time of inspection there were 75 children on roll in the nursery, of whom 38 are in receipt of the nursery education grant. In the out of school there were 178 children on roll under eight years, all of whom attend on a part time basis. In the baby unit there were 10 children on roll and in the creche there were eight children on roll.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is protected and promoted very effectively in the setting. There are excellent policies and procedures for avoiding cross infection which all practitioners use consistently. Children are developing a good understanding of avoiding germs as they are involved in clearing tables. They learn to keep their bodies in good health as they clean their teeth, blow their noses and wash their hands independently following a visit to the toilet.

There are good processes for medication and children have very regular opportunities to play outside. Each area of the setting has its own play area where children can play, they make very good use of the wide range of equipment available to them. Children in the out of school activity look forward to using the climbing equipment after school and during holiday periods.

In the nursery pre-school children are developing an excellent range of physical skills. All children are able to move freely and with confidence, they are able to demonstrate increasing control over both large and small equipment. They pedal bikes, experiment moving scooters in different ways around the roadway and catch balls with increasing skill and dexterity. All children show increasing ability to manage their own clothing as staff encourage them to do buttons and zips for themselves when dressing and undressing.

Children are nourished very effectively. They eat a wide range of very healthy food. The setting plans menus with advice from a health visitor to ensure that children have access to a range of food which meets their developmental needs. All children eat a range of fruit and vegetables at snack time.

Children are developing an excellent awareness of how to eat healthily as they are consulted on menus and older children can discuss why fruit is better for their teeth than sugary pudding.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are exceptionally safe in the nursery, out of school club, and in the creche. There are robust procedures in place to ensure that this remains so at all times. Policies and procedures

for ensuring that adults who have access to children are suitable, are followed with attention to detail in the nursery and the out of school service. Staff in the creche have a clear understanding of what the setting's policies are. Staff in the nursery and the out of school club are highly competent at risk assessment and their confidence to explain clearly what they are doing to children enhances children's safety significantly. In the creche staff keep children safe through regular risk assessments but are not yet sufficiently confident to take action independently and involve children in the process. Children in the nursery and the out of school club are developing a sophisticated ability to keep themselves and others safe in the centre as they tidy away equipment, clear up spilt sand and go and wipe up water before it falls from the table. All children are developing confidence to identify risks and the ability to take steps to reduce them with increasing independence.

The setting has developed an outstanding use of support systems of ancillary and maintenance workers to enhance the safety of children. The day to day cleaning and maintenance of the building is effective and timely as a damaged play area or sun canopy is attended to immediately.

Children in the nursery and out of school facility confidently use a wide range of suitable and very safe equipment as staff plan the layout of the room extremely carefully to allow children to move freely. Staff's constant attention to the safety of the room and equipment ensures that children remain entirely safe when engaged in play outdoors and indoors. Older children teach younger children how to keep themselves safe in a delightfully caring and knowledgeable manner. For example, they hold hands and tell each other to put their feet down carefully to avoid falling or support each other walking across the slope describing what they are doing to stay safe. Children in the creche have a wide range of toys and equipment, which they can select freely. However, they have less room to move around and the lack of space impacts on older children's ability to move freely.

Children can rest and sleep using suitable equipment in the out of school club, part of the nursery and where babies are cared for in the creche, however, older children in both the nursery and the creche have limited space and suitable equipment in which to sleep. This leaves older children sleeping in buggies which impairs their safety and comfort.

Children are excellently protected by staff's deeply embedded knowledge and understanding of their role in safeguarding children. This is enhanced further by all members of staff's strong knowledge of the procedure and confidence to act in the event of a concern about a child.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children develop confidence and self-esteem as they choose their own activities. The setting plans to encourage children to do things for themselves. Children are encouraged to hang up their coats and select their own activity before being assembled for circle time. Children know the routine and develop the confidence to operate successfully in it with decreasing support from adults. Children's success at doing this enhances their skills as competent learners as they organise themselves.

Children are purposefully engaged in activity throughout the whole of their time spent in the setting. Staff organise the environment and equipment in a way which allows children to take responsibility for their learning. All equipment is stored in a way that can be accessed by children allowing them to change activities or equipment as they wish. Children in the out of school club are pleased to show where equipment is and describe how they use it.

Staff involve children fully in the setting. Children are actively encouraged to have an input into planning what topics will be covered, what equipment will be needed and how each session will be ordered. As a result, children 'own' the environment and are active in ensuring that the room and equipment are treated with care.

In the out of school, children are fully involved in selecting their own activities. Each child has an individual record of what is planned and what they have achieved, they show this record to visitors with obvious pride.

## Nursery Education

The quality of teaching and learning is outstanding.

Teaching is consistently inspiring and challenging for all children who are in the pre-school area. Children really enjoy an extensive range of activities that are delivered in an exciting and dynamic way. All staff have a very good knowledge and understanding of the Foundation Stage. They understand how young children learn and use this to challenge children to make next steps in whatever they are doing. Children experience an environment that is highly stimulating and welcoming. Children move around freely selecting from a range of activities. Children are involved in planning both activities and the environment. They select equipment and items for the wormery, they decide which toys should go into the home corner or the sand tray.

Children become increasingly able to interact with others, negotiating plans or taking turns in a conversation as they discuss the qualities of the mini beasts they have collected. The highly skilled interventions of the adult engages children whilst ensuring every child's viewpoint is heard. Children develop strong skills in ordering and sequencing as they delight in re-telling the account of what happens, for example, when snails move across the ground.

Children link sounds and letters very effectively as all staff creatively use frameworks, such as 'jolly phonics' to encourage children's learning. Most children hear and say initial sounds in words and can point the corresponding letter. Children use writing as a means of communication as they describe what is happening in their painting or write a list of what they would like for a forthcoming birthday.

Children are skilled in counting as they sing number rhymes, define whether there are sufficient plates on the table for each person to have one, or spot an error when an adult 'mistakes' the number of cards on the floor. The skilled practitioners present these opportunities to children in a way that is fun and repeats children's success.

All children can confidently name a range of shapes. The written instructions for practitioners as to how they may use toys, such as a set of shapes and cakes, ensures that every child has an opportunity to learn, as staff present information in a variety of ways. Children learn quickly as they have many opportunities to name the shapes whilst engaged in other activities, such as visiting the toilet or cleaning up after lunch.

Relationships in the pre-school are excellent. Interaction between adults and children is warm and respectful. Children develop a strong awareness of boundaries as staff gently explain the correct way to put on their coat ready to go out to play or why they need to share a toy.

Children develop exceptional self-help skills for their age as they prepare their own snack, select equipment to begin a planned activity, or attend to themselves at the toilet. Staff are

superbly skilled in only offering just the correct amount of assistance to help the individual child succeed. This fosters development of self-confidence and the tenacity to succeed.

Adults creative methods of providing opportunities for children encourage children to experiment with colour and texture. Older children set out to 'paint' the outside of the nursery carefully describing their choice of colours to match the sunny weather.

Children are developing good skills in using information technology as they use the 'painting' programme on the computer, some with total independence. They gain insight into the beliefs of others as they celebrate Chinese New Year or practise greeting each other in a range of languages.

### **Helping children make a positive contribution**

The provision is good.

All children and their parents receive a very warm welcome into all areas of the setting. They have a clear sense of belonging as they identify their own shape and peg on which to hang their coat. Staff in the centre work hard to encourage children to do things for themselves, they ensure that aprons are easily accessible, that coats are put on before help is given with zips and that children put on their own shoes. Children have access to a wide range of opportunities, which encourages their understanding of diversity, for example, play with multi-cultural dolls and clothes, kitchen utensils, books and jigsaws. Many planned activities are provided linked to both children's own customs and those of the wider community. Children are developing a very strong understanding of the community they live in as they go out into it on a regular planned basis.

There is a robust policy for meeting additional needs. The setting's policy is translated into practice very effectively in the work undertaken with children who have additional needs, and their families. Staff attend training regularly to ensure that they have knowledge and understanding of how to meet individual needs as they arise. In the nursery and the out of school, staff make excellent use of information gathered from parents and other professionals to meet children's individual needs working as part of a team around an individual child. In the creche, staff gather information from parents and use this to provide individualised care. The nursery supports a number of children with specific additional needs. Children enjoy their experience of care and education which includes planned time for speech therapy delivered in a variety of methods throughout the day, or time in the hydrotherapy pool planned into their care.

Children behave very well. They are developing strong strategies for making friendships taking turns and settling disputes as staff are excellent role models who regularly talk about being kind to each other and their own feelings. Children are given skilful individual support to succeed in situations that they find difficult, such as mealtime. The setting provides information to parents about positive behaviour management which assists consistent expectations of children over the home and nursery setting. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers in the setting as a whole is good but in the pre-school is outstanding. Parents are welcomed into the setting on every level. There is a range of very high quality information that is offered to parents in a variety of ways. Information on how care is provided is high quality. Information on how education is provided is of an exceptionally high standard and is given to parents in written form as well as by talking directly to them. The

pre-school offers extensive information to parents about the early learning goals, the stepping stones, the six areas of learning and what topics will be covered. In addition, they give written information on what it is expected children will get out of activities and what parents can do to support at home. Children are exceptionally well supported in their learning as a result of staff commitment to fully involving parents in the process. Parents provide a large amount of information for the initial assessment of the child and are then fully involved in target setting and reviewing for their child. The pre-school also provides extensive information on systems they use, such as 'jolly phonics' in order to empower parents to help their children at home.

All policies and procedures are available at all times and the format for complaints, comments and compliments is transparent and available for any parent to look at any time. Parents are superbly involved in their child's learning in the setting as they use their child's journal to tell staff what children have been doing at home and how outings at weekends have linked in with what is happening at nursery. Parents speak highly of the settings provision of care and education to their children.

## **Organisation**

The organisation is good.

Effective recruitment procedures mean that safe, suitable practitioners work with the children. The mainly qualified staff team make good use of opportunities for continuous professional development which enhances children's care and learning. For example, staff have attended induction training and training in relation to the Foundation Stage curriculum, Birth to three matters, first aid, and Safeguarding children. Training is planned to ensure that any requiring updating, such as first aid, is done in a timely fashion. Staff are very well deployed according to their skills and experience. Records in the setting positively support safe care of children. They are all current and available for inspection. There are excellent procedures in place for sharing records with parents.

Leadership and management is good in the setting overall but is outstanding in the pre-school. A strong leadership team with defined roles and responsibilities has effectively supported staff and children through a period of change, as the setting has experienced staff changes recently. In the creche, organisation is generally effective, but staff are not consistently clear of their roles and responsibilities. During some sessions, staff, though clear on providing care to meet children's needs, are not sufficiently confident to voice concerns they have around the organisation of space before it impacts on children. As a result, there are brief periods where children do not have as much room as is usual in which to play. The setting has good systems for managing difficulties before they have an impact on children, for example, an additional senior worker is in the nursery in order to provide additional support.

In the pre-school staff are very focussed on the delivery of the Foundation Stage curriculum. They work highly effectively as a team to meet all children's individual needs. All staff in the pre-school are clear on their individual role and on how they operate as part of a team to help children learn effectively. The input of an early years specialist teacher enhances the focus of the setting in planning for individual children. Staff are highly committed to ensuring that children have the highest possible quality of education; they spend their lunchtimes planning what will happen next and operate as a well oiled machine to meet children's needs. Children are, for example, helped to achieve their target of speaking in a small group through the skilful planning and organisation of the staff. The staff commitment to regular reviewing of children's targets and involving both children and their parents in this significantly enhances children's positive experiences of learning. Children can see their progress through regular looking at

their learning journey records and, as a result of this, have an expectation that they will succeed and they do.

Staff are well supported through both formal and informal meetings. The clear focus of these ensure that staff develop enhanced skills in helping children make effective progress in each area of development. There is a clear vision for the future, which is deep rooted in the setting's commitment to successful integrated working and to developing quality practice. The manager has a clear understanding of the setting's strengths and areas for future improvement.

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

### **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**

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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 outstanding.

### **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 the provision made for children to relax and sleep, including the provision of appropriate furniture in the nursery and the creche
- review that space provided in the creche to ensure that it consistently represents minimum space requirements
- demonstrate that staff are deployed effectively in the creche in order to ensure welfare and development of children

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)