

Harrington Day Nursery

Inspection report for early years provision

Unique Reference Number	218430
Inspection date	18 December 2007
Inspector	Dianne Lynn Sadler
Setting Address	Harrington Day Nursery, 137 Belvedere Road, Burton-on-Trent, Staffordshire, DE13 0RF
Telephone number	01283 510882
E-mail	
Registered person	Dorothy Frances Hill
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?

Harrington Day Nursery opened in 1990. The nursery operates from two converted houses situated in Burton-On-Trent. The nursery serves the local and wider community. A maximum of 94 children may attend the nursery at any one time. The nursery opens from 07:45 until 18:00 each weekday all year round. All children share access to a secure outdoor play area.

There are currently 147 children aged from birth to eight years on roll. Of these, 23 children receive funding for early education.

The nursery employs 15 staff. Of these nine hold appropriate early years qualifications and three are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted very well within the setting. Staff rigorously follow very good policies and procedures which reflect current environmental health and hygiene guidelines that successfully support children's well-being. Clear, concise cleaning rotas ensure all areas of the nursery are regularly cleaned throughout the day. In addition, staff wear disposable gloves and aprons when nappy changing and tabards when serving food. This successfully reduces the risk of cross-infection. Children understand daily routines and are becoming independent in their personal hygiene and receive good support and guidance from adults. For example, most children wash their hands before meal times and after toileting and there are informative posters displayed in the bathrooms to remind them. Children are very well cared for when they have an accident or become ill. All staff have received appropriate first aid training and permissions are sought to obtain emergency medical advice and treatment and to give medication. This ensures children receive prompt first aid attention.

All children enjoy sociable meal times and are sufficiently well-nourished. A well written three weekly menu shows that children enjoy meals that are varied and mostly made from fresh produce such as fresh vegetables. Children also benefit from accessing drinks throughout the day. A jug of fresh water is available in each room for children to help themselves, which ensures they are well-hydrated.

Children are learning about the importance of a healthy lifestyle through well-planned activities and experiences. For example, they explore healthy eating when tasting summer fruits such as mango, strawberries and pineapple. Children also discuss appropriate clothing needed in cold weather and thoroughly enjoy growing cress seeds, which they use to make sandwiches to eat for tea. Their physical skills are being developed well. They participate in events such as 'Sports day' and access the stimulating outdoor play area when the weather permits. They also enjoy physical play indoors using a variety of play equipment which develops their skills. For example, they use the parachute to travel under, over and around.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for very well in a bright, welcoming environment which helps them to feel secure and comfortable. Children and parents receive a warm welcome into the nursery by staff that are always on hand to greet them and there are lots of colourful displays of children's work and photographs of children at play. This helps to promote a sense of belonging. Space and resources are plentiful, of good quality and organised effectively to create an accessible stimulating environment. Many resources are stored at children's level labelled with pictures and print to encourage self-exploration and which supports children's independence and good self-esteem. This allows children to initiate their own play and follow their own interest.

Children are kept secure as there is an effective system for managing access to the premises and good systems to ensure children are collected by authorised persons only. Their safety is further protected by the use of a closed circuit television which monitors most areas both indoors and outdoors. There is a written risk assessment which is carried out annually by senior staff, to ensure all hazards are identified and minimised. However, it has not been completed for the present year and there is no lost child policy in place which compromises the safety and

welfare of children. Children are learning how to keep themselves safe by practising the emergency evacuation procedure every six months.

Children are well-protected from harm because staff have a good understanding of their individual responsibility for reporting concerns. Staff follow a comprehensive child protection policy which is also shared with parents and which details appropriate procedures to be followed when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children make good progress in their development because staff have a deep rooted understanding of the principles and concepts of the 'Birth to three matters' framework. Children enjoy their time in the nursery which offers a stimulating environment and form strong relationships with both adults and with each other. They develop a strong sense of belonging as they place their photograph against their name on a chart as they arrive. All staff have a kind and caring approach to children which helps to foster children's well-being. For example, babies and toddlers enjoy lots of cuddles and close contact. Staff know the children well, observing the development of children and planning their next steps in learning appropriately.

All children under three years are stimulated and appropriately challenged. Good emphasis is given to explorative and sensory play which positively supports their development and learning. Children clearly enjoy exploring and experimenting with the wide range of natural and man-made materials which are on offer to them throughout the day including ice, water, sand, paint, shiny metals and materials. They particularly enjoy making snowmen out of shaving foam and playing with jelly.

Nursery Education.

The quality of teaching and learning is satisfactory. Most staff have a sound knowledge of the Foundation Stage and an adequate understanding of how young children learn and progress. As a result all children are making satisfactory progress towards the early learning goals. Staff use a sufficient range of teaching methods to maintain children's interest. Staff know that the children learn better when they are happy and relaxed and they ensure children are settled before they concentrate on their learning. However, at times children are expected to sit and concentrate for too long a time, particularly at registration and circle time, resulting in younger children losing interest. The pre-school room is sufficiently well-organised and most children benefit from participating in structured activities as well as being able to initiate their own play and develop their own ideas. However, staff do not always position themselves appropriately within the room in order to supervise all the children appropriately. This results in some children not having their needs met and not being fully included or engaged in play.

Planning indicates that the six areas of learning are covered each session and repeated to enable children to practise what they have learned. This ensures children make satisfactory progress. However, some aspects within the areas of learning are not sufficiently planned for on a regular basis and although staff have a clear idea of the learning intentions for children for the focused activity, this does not extend to other activities. This compromises children's learning. The assessment procedure is sufficient. Staff record observations they make on children's development and transfer this information to children's profiles. However, the assessment records do not clearly show the progress made in all areas of learning from when children enter the Foundation Stage. Therefore, the next steps planned for children may not be appropriate.

Most children are motivated and engaged in their play as they select and carry out the sufficient range of interesting activities. They concentrate appropriately whilst cutting out pictures to stick on paper. Children assume responsibility for their personal care and their independence is being developed sufficiently well. For instance, they wash their hands after a messy activity and indicate when they need the toilet. All children are forming positive relationships and discuss the importance of friendships and being kind to each other. They are learning to understand between right and wrong and behave appropriately. Children are learning about different cultures and are developing a strong sense of themselves as a member of the pre-school room when they see their photographs displayed throughout the environment. Most children communicate sufficiently well with staff, making their needs known through expressive language or by gestures. Most children can speak clearly and confidently, sharing their experiences and use language for thinking appropriately. For instance, at circle time children discuss the weather and the need to wear gloves because it is cold. They explore the sound of the first letter of their name and know that 'G' is for gloves and goat. Children are developing an interest in books when they select a book to investigate what a goat looks like and most recognise their own names when selecting their name cards at registration time. All children are attempting to write for a purpose when writing their names in the Christmas cards, with some children writing recognisable letters.

Children benefit from seeing numbers and shapes displayed in the environment and confidently use numbers for counting in their play. For example, they count three wheels on a car they have drawn on the chalk board. They also benefit from exploring 'big' numbers when being told the date is the 17th. However, children are not developing an understanding of more than and less than. All children explore and investigate how things grow and identify features of living things and the natural world. For example, they plant seeds, potatoes and tomatoes and watch them grow and they investigate the lifecycle of a caterpillar. When handling ice at circle time they are using their senses to describe how it feels and observe the change it makes when melting back into water. Children are also developing a strong sense of time and place as they consider it is Christmas day soon, and because it is December, it is therefore the end of the year.

The indoor and outdoor space is used sufficiently well to help children develop their physical skills. All children move confidently when negotiating their way around the pre-school room from activity to activity and when accessing the outdoor play area. They successfully develop their physical skills and a sense of space when playing outside riding bikes and when playing 'cat and mouse' using the parachute. Children competently use one-handed tools such as scissors when cutting out pictures from catalogues and when painting pictures using paint brushes. They are also learning about good health and developing an awareness of their bodies when exploring teeth. They investigate what foods are good or bad for teeth and explore how to look after their teeth properly. All children are exploring different materials, investigating colour, texture, shape and form. They enjoy making 'sparkly' snowflakes out of compact discs decorated with glitter and Christmas lanterns from paper. Children are also developing their imagination appropriately in their art work and role play situations. They enjoy dressing up as a fireman and soldier. They benefit from participating in role play situations such as going to the hairdressers and veterinary surgery and enjoy washing the toy cars in the car-wash.

Helping children make a positive contribution

The provision is good.

Effective relationships with parents ensure the staff meet the individual needs of all children well. Good procedures ensure both parties are well-informed. Detailed information is gathered

at registration and recorded appropriately. Parents share information about children's routines, care needs and their religious and cultural needs. This ensures children receive good care consistent with home and settle more easily. Parents also receive clear and concise information about the setting and their children. They benefit from informative notice boards, access all policies and receive an informative 'Welcome Pack' which details information about the room in which the children are cared for and the different curriculum that are followed, such as the 'Birth to three matters' framework. Parents are able to make a positive contribution to their children's care and education by placing comments in the suggestions box available in the hallway.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other. Children feel a sense of belonging as they are greeted warmly by staff when they arrive. All children are fully included because staff acknowledge and value children's differences. The pre-school is aware that some children may have disabilities and/or learning difficulties and understand the importance of working in partnership with parents and other professionals to promote the welfare and development of the child. Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world through posters and play resources such as books and puzzles. Children are made aware of all celebrations and festivals. For instance, they make 'moon cakes' to celebrate Chinese new year.

Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement and the children's work being displayed or proudly taken home. All children are learning to understand responsible behaviour and older children contribute to the 'Golden Rules' displayed on the wall. They respond well when being reminded by staff to be kind and be good friends. They are learning to take turns, share play resources and show respect for others. The behaviour policy is well-written, understood by staff and effective in practice. Therefore children's behaviour is managed well, promoting their welfare and development.

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

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents receive clear, concise information about the educational programme provided and the six areas of learning. The Foundation stage curriculum is detailed in the 'Welcome Pack' and displayed throughout the environment. Consequently, parents can fully support their children's learning at home. Parents are also encouraged to become involved in their child's learning in meaningful ways. This helps children progress and enables them to make a positive contribution. For example, children bring into nursery items from home. Parents are sufficiently well-informed about their children's progress and achievements. They can speak to a member of staff at any time and discuss their children's progress at the beginning and end of the year. However, the procedures to share and receive information from parents about children's achievements and targets is not yet fully effective. Therefore, the next steps planned for children's learning may not be appropriate.

Organisation

The organisation is good.

Children are cared for well by staff who are experienced, well-established and committed to their well-being. Staff work well as a team, providing a stimulating and interesting environment conducive to the care, teaching and learning of all children. The ratio of adults to children is sufficient, enabling staff to work closely with children and establish secure relationships. The

recruitment procedures are clear and there is an effective vetting procedure in place. This ensures children are cared for by staff who are suitable. The level of qualified staff working with children is good and there is a commitment to ensure staff develop their skills and knowledge by attending training courses and staff meetings. This has a positive impact upon children's care and experiences. Most records, policies and procedures are clear, concise and effective in practice. All documentation in place is available for inspection and shared with staff and parents.

The leadership and management of early education is satisfactory. Staff have a sound knowledge of the Foundation Stage and are motivated, aiming to provide good quality education for all children. Systems for monitoring and evaluating the nursery education and teaching are sufficient. The nursery benefits from a strong management structure and there is a commitment to improve learning for children, with staff undertaking training. The senior member of staff appointed, works alongside the staff and is able to observe and influence practice, with some staff needing guidance during the session.

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

Improvements since the last inspection

Care.

The nursery agreed to develop and implement an action plan, which demonstrates how staff, caring for children under three years of age, will gain a deeper understanding of the needs of children in this age range. Very good improvement has been made with staff attending training and developing their knowledge and understanding using the 'Birth to three matters' framework. This significantly enhances the experiences children receive.

Nursery Education.

The nursery agreed to develop the outside area to cover all six areas of learning. Satisfactory improvement has been made with children participating in a range of activities using the outdoor area when the weather permits. This helps to develop their learning.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to National Standard 3: Care, learning and play; National Standard 4: Physical environment; National Standard 7: Health; National Standard 8: Food and drink; National Standard 11: Behaviour and National Standard 12: Working in Partnership with parents/carers. An unannounced visit was made on 6th March 2006. As a result two actions were raised to improve practice resulting in changes being made to the procedures for managing complaints and the privacy of children when they use the toilet facilities. The Registered Person remains qualified for registration.

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):

- ensure there is a lost child policy in place and ensure the risk assessment is effective in practice.

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):

- improve further the procedures to share and receive information from parents about children's achievements and targets
- ensure staff supervise all children present, meeting their needs and enabling them to engage in all activities provided
- ensure the aspects within the areas of learning are planned for on a regular basis and staff understand the learning intentions for each planned activity
- develop further the assessment records to show children's starting point in all six areas of learning as they enter the Foundation Stage.

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