

# Havelock Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	205585
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Kathryn Margaret Clayton
<b>Setting Address</b>	Diana Princess of Wales Hospital, Scartho Road, Grimsby, North East Lincolnshire, DN33 2BA
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<b>Registered person</b>	For Under Fives Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Havelock Day Nursery is owned by the Company, 'For Under Fives' which has been established for over 12 years. It is located in the grounds of the Diana Princess of Wales Hospital. The premises are purpose built and situated on the main thoroughfare of the hospital, close to bus routes. There is adequate parking adjacent to the nursery. The setting is registered to care for 63 children under eight years. The nursery also provide out-of-school care during the school holidays and after school for children aged up to 11. There are currently 94 children on roll including 23 children in receipt of nursery education. The setting currently supports a number of children for whom English is an additional language and who have learning difficulties or disabilities. Children attend for a variety of sessions.

The nursery is open from 06.30 to 18.30 Monday to Friday, all year round. This enables it to cater for parents working shift patterns, particularly parents who are hospital staff. The children are cared for by 13 staff who work with children and two support staff. All childcare staff hold a relevant qualification. The nursery have completed the 'Quality Counts' Accreditation Scheme through the National Day Nursery Association. The company as a whole are 'Investors in People'. They receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean nursery where they are active throughout the day. All children spend some time in the secure outdoor play areas where they enjoy the fresh air. They are warmly dressed with suitable footwear to go outside and enjoy splashing in puddles during rainy weather. Indoors, children excitedly clamber on the soft play equipment and show good skill as they use small wheeled toys around the physical play area. Babies have plenty of freedom of movement as they toddle and explore their playroom. Young babies use a number of activity gyms and crawling babies and toddlers pull themselves up on furniture, crawl through an activity barn and push buggies around the room. Children attending the out of school club go on walks in the locality. Children start to learn about the benefits of healthy eating as they enjoy wholesome well-balanced meals and snacks throughout the day that are freshly made on site. Some examples of food provided include pasta with tuna and vegetables, cottage pie with cauliflower and yoghurts as a dessert. Snacks include fruit, crackers and rice cakes.

Hygiene routines are mostly very effective and promote children's health. There is very clear guidance given to staff and parents, for example, a clear policy regarding the care of children when they are sick or infectious is prominently displayed for parents. Staff are given effective procedures to follow for their own hand washing. Children start to gain an early understanding of the importance of good personal hygiene routines as staff consistently ensure they use anti-bacterial gel before they eat. Babies' hands are cleaned after nappy changes and older children effectively wash their hands after using the toilet. Children use their own toothbrushes to clean their teeth after lunch. All dummies used within the nursery are sterilised and stored appropriately, however, parents put children's individual dummies out of the reach of children in the playroom. As they are not identified in some way there is a possibility of cross infection. Documentation relating to children's health is accurately maintained, staff have undertaken training in the medical needs of children and a large number of staff are trained in first aid. Details of children's allergies and dietary requirements are prominently displayed in a confidential area so that all staff are fully aware and can meet their individual needs.

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

The provision is good.

Children are happy and secure in the well maintained environment. Babies play in an attractive and stimulating room with low mirrors and colourful mobiles. Children's comfort has been carefully considered as they all sleep in quiet areas away from the main play space. Babies use a well resourced calm area with dimmed lights. Children attending the out-of-school club have their own designated playroom which they can decorate as they wish. Children enjoy using a good range of toys and equipment. They remain safe in the environment because there are systems in place to ensure risks are identified and minimised. For example, the baby room door has a low viewing window and is secure, therefore ensuring the safety of the babies within the room. Staff have placed a large soft toy on the safety gate to the sleep room, therefore minimising the risk to children who are unsteady on their feet, should they bump into it. The equipment available promotes children's safety, for example, there is an evacuation cot that is readily available to use if necessary.

Children start to gain an early understanding of maintaining their own safety as they are involved in the evacuation of the premises on a regular basis. All fire equipment is regularly checked

and procedures to follow are prominently displayed. All people coming into the main nursery are individually identified before the door is released. Children are safeguarded because staff understand their responsibilities to notice signs and symptoms that may cause concern. Many staff have undertaken appropriate training in safeguarding children and there is a clear policy to follow, should it be necessary.

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

The provision is good.

Young children are content and enjoy interesting experiences in a stimulating but calm environment. Some examples of these include exploring sand and water, sharing stories, listening to music, building with construction materials and playing in the role play area. Activities help children to gain a sense of belonging to part of the group. For example, at snack time staff encourage babies and young children to sing a song to say 'hello' to all their friends. Staff ensure opportunities are taken to promote children's learning as they play. For example, they count with toddlers as they fill a bucket with scoops of sand.

Staff follow a routine which is adapted to children's individual needs and helps them to feel secure. Useful observations of babies and toddlers are completed and the next step in their development and learning is identified and recorded. This helps staff to plan experiences to extend children's play and learning. All children are settled; they confidently explore their environment and happily approach staff members. Some children showed persistence and good concentration as they are involved in activities that capture their interest. For example, when making marks on the 'writing table'. Out-of-school children enjoy the opportunity to make their own choices and pursue their own interests.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are mainly interested and engaged in play and are becoming more independent. They find their own apron when painting, prepare the table before snack time and help themselves to fresh water when they need to drink. Many children cooperate well, for example, children work together to complete a painting. Focused activities for the nursery education children are planned with specific learning intentions, however, children are not always challenged in their learning during free flow sessions. Appropriate records are kept of children's progress, although this information is not always used to plan the next step in children's learning and development.

Children respond well to instructions and confidently approach staff to ask for things they need. They are encouraged to recognise shapes as they play with bricks and make flower pictures. Children confidently build with construction materials and complete a variety of puzzles independently. Some children count and recognise numerals. For example, the number of children in the group and the numbers on the clock in the story, 'What time is it Mr Wolf'. Children have some interesting opportunities to explore their senses, for example, as they feel a selection of food such as teabags, pasta and breakfast cereal. They paint with their feet and notice how colours mix when crayoning on wet blotting paper. They have opportunities to explore a variety of materials, although they do not select these themselves.

Children start to gain an early awareness of other cultures and beliefs as they celebrate festivals, such as the Hindu festival, Holi, when they make colourful pictures and decorate biscuits. They explore appropriate themes, for example, about pets when they learn about living things. They notice changes when taking part in activities such as planting and baking. Children move

confidently as they scramble through tunnels and clamber over soft play equipment. They negotiate steps easily and are aware of the effect of exercise on their bodies. They show increasing skill when using tools and equipment; many hold pencils and crayons correctly when drawing and completing stencils.

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

The provision is satisfactory.

Children are cared for in an environment where they are valued and respected. There are many positive posters and images around the nursery that help to raise children's awareness of the importance of valuing and respecting individuals. Children enjoy the calm atmosphere where staff are positive role models. For example, children are consistently prompted from an early age to say 'please' and 'thank you' and they are praised when they do so. Children who have learning difficulties and for whom English is an additional language receive good support. Individual targets are identified and regularly reviewed. The setting teaches sign language to all children, complete speech and language games and use symbols. However, the information available to parents of whom English is an additional language, is limited.

Children mainly behave well as staff use appropriate strategies, such as discussion and time away from a difficult situation, to encourage children to do so. Children attending the out-of-school club have clearly displayed rules and all incidents are recorded and parents informed. Children's spiritual, moral, social and cultural development is fostered. The parents of young children are provided with very useful written daily diaries with details of routines and general comments about their child's day. Parents have access to a wealth of information displayed within the nursery. The partnership with parents and carers is good. Parents are given comprehensive information about the Foundation Stage curriculum and are well informed about their child's progress. As well as daily discussions, the children's individual files are readily available for parents to see. They also received a written report about progress and are invited to an annual meeting.

### **Organisation**

The organisation is good.

All staff go through a thorough appointment and induction procedure. Within the organisation there is a clear structure that ensures staff and management are well supported and have opportunities to develop their practice. Children are cared for by a well qualified staff group who commit to regular training and undertake additional qualifications. The setting is well organised as far as the day-to-day running. There are consistent staff in each area of the nursery and good contingency plans in place to cover for breaks, staff illnesses and holidays. Management monitor all required documentation including accident and medication records. This helps to ensure they are accurately maintained. All children's details are well organised and confidentially maintained in lockable storage. The space available to children is well organised, for example, children aged over two can have free flow experiences across three play areas.

The leadership and management of the nursery education is satisfactory. A team of staff are involved in delivering the nursery education provision as children take part in more focused and free flow activities. However, not all staff are involved in the planning process and therefore do not make the best use of the learning opportunities available. The setting work closely with the local authority to improve the nursery education provision. Meetings take place between

various staff members, on a regular basis. However, the monitoring of the nursery education provision is not firmly established to ensure all staff working with the children are fully aware of the areas that have been identified for improvement. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection a number of recommendations were raised relating to children's health records, information available to parents, the use of time and organisation of space. Since the last inspection the information available to parents about the Foundation Stage has improved as parents are now given useful written details. However, the information about the setting, available to parents for whom English is an additional language is limited. The play space has been reorganised to allow children free time to conclude activities at their own pace, however, they still have limited opportunities to select and prepare materials for creative activities. Children's health records have improved and now contain written parental permission to seek emergency medical advice or treatment in the future.

### **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.

## **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.

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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):

- improve access to information about the setting and policy documents for parents for whom English is an additional language
- identify individual children's dummies that parents bring into the playroom.

#### **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):

- when children's individual progress is monitored ensure the next step is identified and used in planning

- ensure the best use is made of the free flow activities to provide an appropriate challenge to children
- improve the opportunities for children to select and prepare materials for creative activities
- ensure there are robust systems to monitor the nursery education provision and that all staff delivering the curriculum understand and are involved in the planning process.

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