

# Haslemere House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY370548
<b>Inspection date</b>	30/06/2009
<b>Inspector</b>	Sandra Patricia Jeffrey
<b>Setting address</b>	Haslemere House Day Nursery, 68 Haslemere Avenue, MITCHAM, Surrey, CR4 3BA
<b>Telephone number</b>	020 8640 0822
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Haslemere House Day Nursery opened originally in 1999. The current owners, Atheray Organisation Limited, took over in 2008. It operates from three rooms within a purpose built building in Mitcham, Surrey. The nursery is within walking distance of local shops, park and a farm and serves the local community. It is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register for a maximum of 24 children from one year to under five years.

The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 35 children from one to five years on roll. Of these, 12 children receive funding for early education. Children attend for a variety of sessions. The nursery supports children who have learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 11 staff on a full and part time basis. Most of the staff hold recognised early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. A prominent feature of the nursery is the nurturing environment staff have successfully created, which fully supports children's personal social and emotional development and results in an inclusive environment where all children feel welcome and are valued as individuals. Children are making good progress in their learning and development and enjoy a good variety of activities and learning opportunities that take into account their individual learning needs. Good partnerships with parents and other agencies contribute to ensuring that the needs of all children are met and that no child is disadvantaged. The management team have a clear understanding of the setting's strengths and areas for improvement and strive to continually develop the service they provide.

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

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

- ensure staff deployment is fully effective at all times and that ratios are met in relation to ensuring that there are sufficient and suitable staff available to work directly with the children at all times
- provide children with more opportunities to access the computer and therefore develop their skills in the use of this resource

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure at least one member of staff holds a relevant Level 3 qualification when caring for children aged under two years (Qualifications, training, knowledge

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and skills)

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

The nursery is managed well by a management team who provide clear leadership and support for staff at the setting. The staffing team as a whole are fully committed to providing the best quality care and education possible for the children attending. They are delegated clear roles and responsibilities which help them work very well together as a team. Robust recruitment procedures ensure staff are suitably qualified and appropriately vetted, which safeguards and promotes children's welfare.

Children are appropriately safeguarded in the main because management implement generally effective systems for ensuring children's safety and welfare. Children are closely supervised and adults who are not vetted do not have unsupervised access to children. On a day to day basis the setting runs very smoothly and staff and resources are generally deployed well. However, on occasions this is not the case, which results in qualification requirements and ratios not being fully complied with at times. The risk to children relating to this is minimal because overall effective measures are in place to ensure children's safety and the management have been proactive in addressing these issues. Management and staff have a good understanding of child protection issues and have received relevant training in this area which promotes the children's welfare.

Staff are familiar with the setting's operational policies and procedures and records are very well maintained to support the effective running of the nursery, including systems for recording and reviewing risk assessments and fire safety arrangements. All required policies and procedures necessary for the safe and efficient running of the setting are in place and are regularly updated and reviewed.

The self-evaluation clearly identifies the aims for the development of the nursery and highlights the strengths and weaknesses of the setting as they have identified. The nursery has made good progress since the last inspection and demonstrates a good capacity to continue this improvement. For example, an application for funding and permission to develop the outdoor area for the children has been made to maximise the outdoor opportunities and experiences for children's learning.

The strong relationships that the nursery builds with parents and carers ensures that there is a good flow of two-way information. Parents are well informed about their child's progress and achievements and have regular opportunities to share what they know about their child with the setting. The setting liaises closely with other providers delivering the Early Years Foundation Stage framework (EYFS) for children attending and other agencies who have involvement with the children, this ensures children experience continuity of care which supports their learning and progression.

## **The quality and standards of the early years provision**

Staff support children's learning and development well and provide them with a wide range of interesting and exciting opportunities and experiences that help them make good progress in all areas of learning. There is a happy, purposeful atmosphere throughout the nursery, and children are strongly supported in their play, by the dedicated staff who interact positively with the children, encouraging and supporting their interests. For example, children are actively encouraged to extend and direct their own play as observed when a group of older children playing with the play dough decided they wanted to make this into pizzas. They were allowed to paint the play dough pizzas which were then set aside to dry. The children then extended the activity to the role play area, where they proceeded to make a shopping list of items needed to make pizza, which they then set about 'buying' and paying for. This is an excellent example of supporting children's extended play, instigated by their own interest and imagination.

Children learn about the world around them through topic based activities such as looking at different traditional dress from around the world, and looking at different environments such as Polar, Urban, Jungle and Desert environments. Children make beautiful collages of these dresses and environment settings which are then carefully displayed valuing the children's collective efforts. There is a good variety of resources that depict positive images including books, posters and small world toys that challenge stereotypes, help children embrace differences in relation to people with disabilities and support children's understating of diversity.

Children, including the younger children in the baby room, enjoy looking at books and listening to stories. Staff are skilful at engaging the children in stories and encouraging their language development, as observed when a group of older children enjoyed listening to the 'Red Hot Chilli Peppers' story. All children sat and concentrated fully, joining in with repetition and being asked what they like eating at home, fully involving them in the story. Older children are encouraged to develop their early writing skills and are encouraged to write their name on their work, with many starting to form recognisable letters. They are also encouraged to write 'shopping lists' as they think about what ingredients they might need to make pizza, in another extension of the above activity. Younger children join in enthusiastically with songs and rhymes, such as 'heads, shoulders, knees and toes' with the babies clapping and copying actions excitedly, squealing with delight in a lovely fun filled session.

Children gain confidence in using numbers in their play and they respond enthusiastically to opportunities to count each other at circle time for example. They are encouraged in their use of mathematical language, for example, they are encouraged to think about whether sounds are big or small and loud or soft when toys are banged enthusiastically on the table. They are asked if they would like a big or small dinner at lunch time and are encouraged to sign along and use actions during counting rhymes. Although, opportunities to explore ICT resources are currently limited, which means children do not have regular opportunities to develop important skills that contribute to their future economic well-being.

The outdoor area is well planned to provide daily opportunities for children to participate in physical activities both inside and outside with good experiences provided that support the development of physical skills. Children skilfully manoeuvre wheeled toys around the cones and over ramps. They enjoy climbing up and back down the climbing frame and using the slide and have great fun in the paddling pool, closely supervised by the attentive and caring staff.

Children benefit from the enthusiasm with which the staff and management have embraced and implemented the Early Years Foundation Stage framework (EYFS). Staff make regular observations of children as they play in order to assess their progress and individual learning needs. Records indicate staff's good understanding of the need for observation and demonstrate their skills in this area. Assessment arrangements for the children's next steps are used effectively and parents are actively encouraged to be involved in their children's learning. Records clearly indicate how individual children are sufficiently challenged in order to help them make good progress.

Parents consulted during the inspection state that they are 'extremely happy with the care and education their children receive'. They are warmly welcomed and have good opportunities to be involved in their children's learning and development within the setting. Good information is provided through regular newsletters and regular meetings take place between the key person and parent/carer to discuss children's progress and the next steps in their learning. Parents are actively encouraged to become involved in their children's learning and development in many different ways, including making family trees at home, with photographs of key people in the children's lives, which are then displayed at nursery. An ongoing project that promotes excellent discussion and interest is the adventures of two nursery soft toys who go to the children's homes for the weekend. Children are encouraged to then tell their friends what they did on their adventure with them, which provides a wonderful opportunity for children to share experiences from home.

Children are actively supported in making healthy choices with a varied and nutritious range of home cooked meals and snacks provided. Children enjoy healthy cereals and toast for breakfast and a well balanced freshly cooked meal each lunch time, in addition to afternoon tea and snacks of fresh and dried fruits. Children have good access to drinking water in each room throughout the day, to ensure they remain hydrated. Their health is also well supported as they gain knowledge of the importance of adopting suitable personal hygiene routines, such as remembering to wash their hands after using the toilet for example. Clear procedures for administering any medicine that children may need, which meet all legal requirements, further promote the children's well-being.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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