

# Hazebrouck Nursery

Inspection report for early years provision

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**Unique reference number** EY263173  
**Inspection date** 14/12/2008  
**Inspector** Melissa Cox

**Setting address** Community Centre, Sheerlands Road, Arborfield, Reading,  
Berkshire, RG2 9ND  
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**Type of setting** 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Hazebrouck Day Nursery has been registered since June 2003. It is situated in a purpose built centre. The building forms part of the community centre and is situated within the Arborfield Garrison. The group opens Monday to Friday from 08:00 to 18:00 all year round, except for Public holidays and for a week at Christmas.

There is a fully enclosed garden available for outdoor play. The nursery is readily accessible and supports children with learning difficulties/disabilities. The nursery is registered on the Early Years Register for 91 children and currently has 64 children on roll.

The nursery employs 13 staff of whom 7 are qualified to Level 3 or above. The nursery also employs a cook. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Children are comfortable in this setting and their individual welfare needs are met. They are generally offered an appropriate range of play and learning opportunities. However, there is not always a balanced approach and these activities are not always fully supported by staff. Adequate procedures are in place to identify children's individual needs, which are generally promoted. Children with additional dietary or medical needs receive extremely good levels of support as staff are committed to promoting their welfare in the nursery. The setting demonstrates the capacity to make necessary improvements and the senior management team are committed to developing and evaluating the provision.

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

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

- ensure staff are aware of all children's needs and the key person system is effectively implemented
- increase staff knowledge and understanding of how to promote children's learning and development, ensuring sufficient challenge and support for all children and this is linked more closely to their individual assessments

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

- ensure staff deployment meets all children's needs especially at large group activities to ensure all children are supported and able to participate (Organisation) 31/01/2009
- ensure the children are offered and adequately supported to engage in planned purposeful play, with a balance of adult-led and child-initiated activities 31/01/2009

(Learning and development requirements)

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

Vetting procedures for all staff who work with children are robust and staff attend updating courses in order to support children. Resources are appropriately used and staff work with children in small key worker groups although are still developing their understanding of the key person role within the nursery. Staff have endeavoured to address recommendations from the last inspection. However, some issues have not been fully addressed, for example, the recommendation about outdoor shoes in the baby room.

Children's health, safety and well-being is generally supported through a comprehensive range of policies and procedures. Staff are able to demonstrate sound knowledge and understanding of safeguarding issues and the setting's protocols. Detailed risk assessments are completed by the senior management team, providing staff with clear information on potential hazards. Daily safety checklists are completed but on some occasions staff fail to recognise potential hazards.

There are developing systems in place for children with special educational needs and adequate support for those children for whom English is an additional language. Staff ensure there are basic key words in some of the children's languages, which they use to help the children feel included and promote their welfare. However, this is not the case with all languages spoken and is not consistent throughout the nursery.

Staff develop effective partnerships with parents and carers. Regular opportunities are provided for the parents to be involved in their child's learning. For example, parents are invited into the nursery on a weekend or to attend the children's seasonal production.

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

Children are happy and settled within the Nursery. They respond well to the warm welcome extended by staff. Each child is greeted individually and some children rush over to staff to receive a hug as they wave goodbye to their parents and carers. All staff are involved in the planning throughout the nursery. They complete detailed observations and assessments, although these are not used effectively in some areas of the nursery, to identify and plan the next steps in children's learning and development. This results in some children not being sufficiently challenged in order to maximise their progress. All staff are caring in their approach, although their knowledge and expertise in recognising and providing equipment and resources to best support children's play and learning is not always consistent. For example, staff do not always recognise the learning intention of activities and on occasions lack the necessary skills to extend children's learning further with effective questioning.

Children's independence is adequately fostered throughout the nursery. For example, children are encouraged to put on their own coats and boots when going outside to play. Older children are becoming more confident in their hand washing routines and serving themselves snack, although these routine are not always adequately supervised or resourced. Children independently select from the resources within the rooms to support their play, although in the younger children's rooms, resources are not always available at child height.

Staff work closely with the children but staff deployment during daily routines is not always sufficiently flexible to accommodate children's individual needs. For example, during transition times children of differing abilities or ages are grouped together, which results in some children becoming frustrated, affecting their ability to fully participate. Children are well behaved due to the implementation of suitable strategies which encourage positive behaviour although some staff have unrealistic expectations of younger children especially at lengthy group times.

Children learn about healthy lifestyles through projects and discussion. Children learn about how to keep themselves safe through discussion with staff and participating in safety activities. Staff teach children to stay safe through reminders to refrain from climbing on furniture or not running in the nursery. This is further supported as staff encourage children to talk about people in the community who can help them, for example, the police force or fire brigade.

Good procedures are in place to support sleeping babies and children. For example, staff sit with them to ensure their safety and cuddle them if they need reassurance or comfort. Children are beginning to learn about the wider world through the use of some resources reflecting positive images of our diverse society.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
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>	3
<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?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

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

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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action.

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.