

Havard Park Day Nursery

Inspection report for early years provision

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Inspector Elizabeth Juon

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Havard Park Day Nursery registered in 2008 and operates from a purpose built, ground floor nursery, situated in Feltham, within the London Borough of Hounslow. The nursery is currently on the Early Years Register and compulsory and voluntary parts of the Childcare register. A maximum of 40 children in the early years age range may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks a year, excluding bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 62 children aged from three months to five years on roll. Of these, 18 children receive funding for nursery education. The nursery currently supports children attending with learning difficulties and/or disabilities. There are no children attending for whom English is an additional language. The nursery employs 21 staff, including the two directors/managers and the cook. Of these, 18 staff, including the managers, hold appropriate early years qualifications

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery responds well to the needs of the local community with an overall inclusive practice to meet children's individual needs; catering for the diversity of cultural backgrounds with understanding and respect. A strength of the setting is to provide individual support to children with learning difficulties and/or disabilities and staff liaise with parents and other professionals effectively. The staff are successfully developing an understanding of the Early Years Foundation Stage (EYFS) to use in extending children's learning through their particular play preferences. The managers and staff have a positive attitude to continual development and are able to identify areas for improvement although the process for self-evaluation is only just being implemented.

What steps need to be taken to improve provision further?

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

- ensure the record of medicines given to children is clear and precise
- ensure hazards to children are kept to a minimum on outings by recording risk assessments for all outings undertaken
- fully implement the method of self-evaluation to provide an effective system to monitor and reflect on practice on a regular basis to promote outcomes for children
- further develop the environment and planning for larger group activities to provide for the differing abilities of less or more able children at activities and particularly at water play, in the home corner, singing and at the lunch table
- further improve staff teaching techniques to ask children questions to make connections and be actively led forward in their learning, giving children full attention and encouragement to their thinking

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)

12/05/2009

The leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure all staff working with the children are suitable to do so. The majority of the staff hold relevant childcare qualifications to meet the welfare and learning needs of the children. Staff and student deployment successfully ensures children have adequate support in each room, outside and at most activities to extend children's learning and promote cooperative play. Staff work well together as a team. There are plans in place to ensure children learn through activities that link to their interests and likes and dislikes to encourage children's participation and enable progress. The staff have developed a system for recording and undertaking observations on all children to aid planning for the child's next step of development. A method of self-evaluation has recently been chosen although it is not yet fully implemented or fully involving all the staff. The managers are able to identify the strengths and areas for development within the nursery. However, the organisation of large group activities, such as mealtimes and singing sessions, does not fully promote learning opportunities for less and more able children. The baby room is tranquil and provides space to enable children to freely crawl and move and consolidate new skills.

The relationship with parents contributes to their children's well-being. Parents have easy access to their child's daily diary and exchange verbal information with the key person to maintain continuity of care. The notice-board and newsletters also give parents additional information on opportunities to become involved in their children's learning, for example, by bringing in resources related to a topic. It is the intention of the managers to encourage links with settings some children also attend or will attend in the future, such as, local schools, to promote children's well-being. The staff team are very proactive in ensuring that children are respected as unique individuals and a strength of the nursery is their commitment to inclusive practice and welcoming all children. The nursery welcomes the input from other professionals and parents to ensure children make progress and develop well. Comprehensive policies and procedures underpin working practices in the nursery. However, the system for obtaining consent for medicine and the record of administration is not sufficiently sound to be clear to protect children's welfare.

Staff have a good understanding of child protection issues in relation to indicators of abuse and the procedure for reporting concerns. Risk assessments on all areas of the premises are detailed, and effective steps are taken to minimise potential hazards, particularly monitoring the entrance and arrival and departure times. However, there are no written risk assessments for the outings that children

undertake into the local area to effectively ensure their safety. Regular fire drills are held to further promote children's safety.

The quality and standards of the early years provision

Children are happy and generally well occupied throughout the day. Their behaviour is good and they respond positively to staff's praise and encouragement of effort as well as achievement, raising children's self esteem. Babies receive warmth and affection from staff. This supports their emotional well-being and gives them the confidence to explore new experiences. They rest and sleep according to their needs in a comfortable cot room. Children under two are given eye contact and spoken to in a kindly way; staff respond to baby babble to promote early language skills. Staff are down at child level initiating play and ensuring the young children are given quality time and attention.

Children enjoy a range of stimulating activities that provide play opportunities within the six areas of learning. The environment is warm and colourful and an extensive variety of toys and resources keeps children busy and able to make decisions about their play. Children are keen to participate in adult-led activities and take part with enthusiasm, for example, at the craft table, completing puzzles and playing 'Whack-attack'. This encourages their social skills, sharing, creativity and physical dexterity. Staff reinforce learning, for example, encouraging counting and colour recognition. However, staff do not naturally ask children questions to make them think and challenge the children's ideas. Children self-initiate some of their own play successfully dressing-up and playing in the playhouse; children use their imagination well. Children's health and well-being benefit from having ready access to the garden. Children's physical development is enhanced through a range of outdoor activities. The under twos and children over two utilise their own outdoor areas providing play in the fresh air. The outdoor environment is a valuable asset that the children enjoy immensely and staff successfully prepare and utilise this area to its full potential. However, the organisation of, for example, play at the water tray when too many children gather around having fun also inhibits the learning opportunity for less or more able children.

Children are beginning to recognise their name in print, for example, on their coat peg labels and take an interest in books. There are ample opportunities for mark making to encourage early writing skills. Information and communication technology is available to promote future economic well-being. The computer is in use several times a week and cameras and calculators are available. There is a range of activities and resources that provide children with a positive outlook on the wider world. This enables children to learn about and accept differences. The inclusive approach helps children to accept and work with each other encouraging their tolerance and patience towards each other. Staff develop the children's creative development through singing songs and simple nursery rhymes. However, two different groups singing different songs at the same time does not fully maximise the learning opportunity.

Children are well nourished at the nursery and are developing healthy eating practices. The babies are well catered for and staff adhere to parents' wishes

working in partnership when weaning or if food is provided from home. Drinks are provided regularly and children can use the water fountain when thirsty. Children are learning independent skills and manage their own personal needs. The meal time is a social time and the tables with fewer children gain an advantage in practising skills, such as, pouring with guidance from the staff.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
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

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