

# Harpenden Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY289502
<b>Inspection date</b>	14/07/2009
<b>Inspector</b>	Kelly Eyre
<b>Setting address</b>	Peel House, 15 Vaughan Road, Harpenden, Hertfordshire, AL5 4EL
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<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

Harpenden Day Nursery is one of several nurseries run by Asquith Court Nurseries Limited which was taken over by new management and re-registered in June 2004. It opened in January 1999 and operates from six main rooms in a converted building. It is situated close to the centre of Harpenden, Herts. There are shallow steps to the main entrance. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open each weekday throughout the year and sessions are from 07.30 to 18.30. The setting is registered on the Early Years Register to provide 57 places and there are currently 112 children attending who are within this age group. Children come from a wide catchment area as many parents commute to work from the nearby railway station. A small number of children attend other settings, such as, the early years unit of the local primary school. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are 17 staff members. Of these, 15 hold relevant childcare qualifications and two are currently working towards a qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff have a good understanding of the areas of learning and use this knowledge to inform children's assessments and the planning of activities. This means that children are consistently offered appropriate opportunities that promote their individual development. Children are offered support and encouragement in all activities, ensuring that they are included and benefit from the opportunities provided. The positive approach to self-evaluation means that managers and staff have a realistic picture of the setting's strengths and weaknesses, enabling them to develop action plans and provide a service which remains responsive to children's needs.

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

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

- develop the use of the outdoor play areas to offer children additional opportunities that support their development towards the early learning goals
- ensure that children's records are only accessible to those who have a right or need to see them. This refers to the displaying of children's dietary

information.

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

Staff are enthusiastic and committed, creating a positive environment and enhancing children's daily experiences of the setting. The consistent implementation of appropriate policies supports the efficient running of the setting and means that children are cared for in a safe environment. Rigorous checks and a clear induction procedure ensure that staff are suitable to work with children and are aware of their responsibilities. Thorough risk assessments are carried out, meaning that children are able to move safely between their activities. Their welfare is promoted because there are comprehensive procedures for safeguarding children. Good daily practice means that children's health is promoted. For example, they are consistently offered nutritious meals and snacks. However, their confidentiality is not fully promoted as individual dietary information is displayed.

The setting has thorough procedures for self-evaluation. They adopt a positive approach to this and actively seek feedback from staff and parents to inform the review of their work. This information is utilised to inform the development of plans for the future, leading to the potential to improve outcomes for children. For example, recent changes include the improvement of assessment procedures to ensure that children have individual learning plans, thus supporting the promotion of their individual development.

The setting works well with parents and carers, facilitating the thorough exchange of information in order to provide consistent care and promote children's learning and development. Regular newsletters, informative displays and written reports ensure that parents are offered thorough information and feedback about their child's progress and activities. Appropriate liaison with others providing care for the children further supports the provision of consistent care.

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

Children participate in a wide variety of activities that support them in making good progress in all areas of learning. This is supported by thorough procedures for assessing their progress, developing individual learning plans and feeding children's needs into the overall planning. The flexible approach to daily planning ensures that there is an appropriate balance of adult-led and child-initiated activities, thereby promoting children's independence and enabling them to become active in their own learning. However, the setting's outdoor areas are not fully utilised to offer children additional opportunities to support their development.

Staff's flexible approach enables children to choose their play and ensures that they are offered appropriate support in this. For example, a staff member helps children to work out how to play a card game, reading through the rules together and ensuring they understand how to play and can participate meaningfully. The good staff interaction means that children's enjoyment is enhanced and their learning promoted. For example, young children completing puzzles are

encouraged to name the animals depicted, make the relevant animal noises and sing associated nursery rhymes. The children laugh and giggle as this activity is extended to include interactive toys.

The good settling-in procedures mean that children's emotional development is promoted and they develop secure relationships with staff. There are thorough procedures for gathering information about children's routines and preferences. This is used to inform planning and to help children feel settled and welcome. Children's home language is valued and respected because staff work closely with parents to ensure that they are able to communicate appropriately with children, and provide appropriate resources such as treasure baskets and books in other languages.

The meaningful presentation of activities and resources supports children's development. For example, they gain an awareness and respect for different cultures as they study laminated photographs depicting people from around the world and match these to their countries of origin. The careful planning of adult-initiated activities means that these are well-prepared and children's development is promoted. For example, during role play scenarios related to a doctor's surgery, children explore toy medical instruments, dress up, talk about their own experiences and take turns to act out the role of doctor and patient.

Children are encouraged to appreciate nature and the environment. For example, they enjoy picnics in the park and grow their own herbs, tomatoes, peas and sunflowers. The thoughtful planning of activities encourages children to be active learners, to explore and experiment. An example of this is an activity where children make jelly, ice and play dough, observing the changes and later comparing the different textures. Access to a wide range of books promotes children's appreciation of these. This is further promoted through activities, such as, visiting the nearby library to choose books to complement current topics and themes. Children are gaining a good understanding of the relevance of healthy lifestyles and practices. They wash their hands before snacks and meals and help to make displays illustrating healthy eating.

## 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?	2

### 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>	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