

# Harpole Day Nursery

Inspection report for early years provision

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**Unique reference number** EY310020  
**Inspection date** 04/03/2010  
**Inspector** Tracey Marie Boland

**Setting address** 47 Carrs Way, Harpole, Northampton, Northamptonshire,  
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**Telephone number** 01604 830324

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**Type of setting** Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Harpole Day Nursery opened in 2005. The setting is privately owned and managed. It operates from three rooms within a single storey building in the village of Harpole, Northamptonshire. The nursery serves the local area and has developed strong links with local schools. There is a fully enclosed play area available for outdoor play.

A maximum of 33 children may attend the setting at any one time. There are currently 63 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 21 children receive funding for early years provision. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

The setting currently supports children with special educational needs and/or disabilities, and who speak English as an additional language. There is direct access to the setting via a ramp and the setting is on one level.

The group opens 5 days a week all year round. Sessions are from 8:00am until 6:00pm. Children are able to attend for a variety of sessions.

The setting employs 12 members of child care staff. Of these, 10 hold appropriate early years qualifications. With 1 member of staff currently working towards a level early years qualification and two staff completing the early years degrees. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a vibrant, welcoming environment where children and their families are included in the day to day operation of the setting and feel valued and involved. Staff continually provide a wide variety of stimulating and interesting play opportunities and experiences, encouraging all children to make consistent progress in their learning and development. Staff effectively promote children's welfare ensuring that all the requirements of the Early Years Foundation Stage are meticulously met. They consistently demonstrate how they have raised children's achievement and strive to maintain continual improvements to the service they provide involving parents at all times. The owner is an excellent role model to her team and together they strive to continually develop the service they provide. Staff are professional, committed and extremely motivated in their approach to ensuring that children receive the very best care and learning opportunities possible.

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

To further improve the high quality early years provision the registered person should consider:

- provide further opportunities for children to take their own initiative, with specific regard to mealtimes.

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

Clear, concise written policies and procedures that effectively reflect the ethos of the setting are known by staff and shared with parents. Robust procedures for the recruitment and vetting of staff are in place and systems to ensure children are only cared for by suitable adults are succinct and concise. Staff demonstrate a comprehensive understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect and children's safety and welfare is paramount. Security within the nursery is a priority and procedures for the safe collection of children who are only discharged into the care of a known adult. Extensive risk assessments are used effectively to identify and minimise potential hazards within the premises and include regular activities such as walks within the local community. These are completed both annually and on a daily basis and any changes are noted and actioned to ensure the ongoing safety of the children, staff and parents.

Exemplary management systems ensure that all required records, policies and procedures are in place, reviewed and updated regularly and any changes to legislation and practice are included. The setting's procedures for self-evaluation are excellent with clear procedures to ensure that staff, parents and children are able to share their views which are evaluated and used constructively to continually develop the service provided. Managers within the setting are proactive in their approach to continually enhancing the care, education and service provided and enthusiastically encourage and support staff in their quest to continually develop their knowledge and skills in the childcare profession.

Children have access to an excellent variety of interesting and challenging resources and children understand the importance of looking after them and are actively involved in tidying them away when they have finished their activities. Children move confidently and safely within the setting and a free flow system is in place throughout the day, enabling children to make an informed choice with regard to playing indoors or outdoors. The garden is divided into areas of learning and provision has been made for all weathers to enable children to have shelter and cover, whilst not disrupting their enjoyment. Children learn consistent personal hygiene practices and how to keep themselves healthy. Staff are positive role models to all of the children and interaction is excellent.

All families receive a wealth of information which successfully keeps them up to date and informed about their child's day and their ongoing progress and achievements. Each child's needs are met effectively due to the close partnership that is forged with them and their parents, which develops from the start of their placement. Extensive information ensures specific dietary needs and preferences are catered for and any medical needs are known and accurately met. Newsletters, daily discussion and records are shared with parents which encourages them to be

actively involved in the nursery day and their child's progress. This is a real strength in the settings provision and staff are proactive in continually developing and looking at the procedures currently used to keep parents informed and involved in their child's learning. The nursery has strong established links with other providers in the area, including teachers at local primary schools, health workers and the area Special Educational Needs Coordinator (SENCO). The needs of children with special educational needs and/or disabilities are extremely well met. Staff work cohesively with parents and key professionals providing a full and varied service that meets their child's particular needs.

## **The quality and standards of the early years provision and outcomes for children**

Children enter an environment that is bright, vibrant and reflects pictures of themselves involved in a variety of activities and play experiences. Staff continually challenge children's language development and thought processes through their skilful questioning. This excellent, child-led environment encourages children's natural curiosity to learn and encourages their interest and involvement in the activities and play opportunities available to them. Comprehensive information obtained from parents at the start of their child's placement and the staff's observations of the children enables them to plan effectively. Detailed observations and assessments of children's development are linked to all areas of learning and evaluated to enable staff to plan for their individual needs. Children are very well supported by staff, who have an excellent understanding of the children in their care. Planned, spontaneous, purposeful play and exploration, both indoors and out results in children being active learners, creative and able to think critically. Children enjoy the free flow system which enables them to play either indoors and out throughout the day, encouraging their independence and confidence to make informed decisions.

All children, including the babies, enjoy an extensive range of activities which are appropriate to their abilities. They are animated when learning and older children are excited when telling staff what they have been doing and recall events when looking at the photographs of themselves which are displayed throughout. Children are actively involved with their snack time and a pictorial sequence is in place to reflect the routine, such as collecting their plates, choosing their fruit, getting themselves a drink and sitting at the table to eat. Children's independence is encouraged and staff are there to support the less confident children. At mealtimes the children are involved in setting the table and preparing for the meal. Although this is a strong area, staff within the setting are continually looking at ways to enhance this further.

Children gain an understanding and respect differences. They are encouraged to recognise their own unique qualities and the characteristics they share with others. Photographs are taken and displayed of the children throughout the setting which encourages discussion between themselves, staff and with their parents. Visits are made by children into other rooms as part of them moving on, staff manage this effectively to ensure a smooth transition and children's self-esteem and feeling of security is maintained. Resources and images around the setting reflect race,

culture, disability and gender and any questions are answered appropriately and sensitively with all children. Cultural diversity is celebrated with children throughout the year and children access a wide variety of foods from different countries as the setting provides an extensive menu, with vegetarian alternatives provided and cultural dietary preferences respected and catered for.

Children's welfare is promoted extremely well and safety is paramount. Children of all ages are comfortable about approaching staff for support with activities and are allowed to make choices with an element of risk, enabling them to learn by these experiences whilst in a safe environment.

Children use a variety of small tools and equipment when looking for mini beasts. During the inspection children were actively involved in looking for woodlice and other mini beasts using magnifying glasses, moving small stones and some of the blocks of wood which are within the play area to find the insects, observe them and explore any questions they may have with staff and each other. They learn about the living world through the growing of plants and seeds and are able to monitor their growth in the garden and sensory area. Parents are involved in developing and maintaining the garden area and photographs are used to record the development and the progress, which encourages children to recall.

Children learn addition and subtraction, match colours, shapes and figures and staff effectively extend and challenge their understanding. Their understanding of mathematical concepts are continued through their cooking activities as they talk of the ingredients and the changes that take place to the foods before and after cooking and learn about weighing, measuring and capacity. Children thoroughly enjoy the experiences of bringing the indoor play area outside and the role play area is currently a restaurant. Children are involved in developing menu's, taking orders and preparing foods for their diners/guests. Children have ample opportunities to progress their physical skills and climb with confidence, using the climbing frame with confidence, climbing the steps and moving along a 'rickety bridge' to a platform where they then slide down the slide carefully. They jump up and down squealing with delight as it moves underneath them and make it move when others join them on it.

Children are shown great respect, treated as individuals and time is spent getting to know them and their families when settling into the nursery. They develop a strong sense of belonging and feel safe and secure which is shown through their confidence and eagerness to be involved. Behaviour is excellent as a result of their high levels of independent choice about activities and staff's response to their individual needs. Staff are aware of how to handle incidents if they occur taking into account children's age, ability and understanding. Children are very aware of the rules that are in place within the nursery which they discuss each day. Children learn to share and take turns in play which encourages them to develop skills for the future. The older, more confident children are mindful of their younger peers and support and guide them when appropriate. Staff praise and encourage the good behaviour which compounds their feeling of security and confidence.

Health and hygiene routines within the setting are extremely good. All areas are clean and effective measures are in place to minimise the spread of infection. Children and babies have their own individual bedding, mattresses and cots and

staff are vigilant to their comfort and safety. Intercoms are used to ensure children are safe when sleeping. Children learn good personal hygiene skills and wash their hands appropriately throughout the day. They learn about healthy eating and changes to their bodies following physical activity. They enjoy growing their own foods which they pick and cook, for example, plum crumble. Children enjoy talking about the foods they are using in their raw state and compare the changes to foods through cooking. Children and babies are able to rest as they need to and cuddles and affection are readily given and received.



## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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