



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205585

DfES Number: 517205

### INSPECTION DETAILS

Inspection Date 25/08/2004  
Inspector Name Karen Ann Byfleet

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Havelock Day Nursery  
Setting Address Diana Princess of Wales Hospital  
Scartho Road  
Grimsby  
North East Lincolnshire  
DN33 2BA

### REGISTERED PROVIDER DETAILS

Name For Under Fives Ltd 2490035

### ORGANISATION DETAILS

Name For Under Fives Ltd  
Address 33 Abbey Road  
Grimsby  
North East Lincolnshire  
DN32 0HQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Havelock Day Nursery is owned by the Company, "For Under Fives" which has been established for over 12 years. It is located in the grounds of the Diana Princess of Wales Hospital. The premises are purpose built and situated on the main thoroughfare of the hospital, close to main bus routes. There is adequate parking adjacent to the nursery.

There are currently 88 children on roll. This includes 9 funded 3 year olds and 9 funded 4 year olds. The setting currently supports one child with English as an additional language. No children with special needs currently attend. Children attend for a variety of sessions.

The nursery is open from 6.30 to 18.30 Monday to Friday, all year round. This enables it to cater for parents working shift patterns, particularly parents who are hospital staff.

An out of school club, which is registered to care for a maximum of eight children between the age of four and eight years, also operates from the same building and has a designated playroom.

The children are cared for by 15 full/part time staff. A full time manager and deputy are also employed. Over half the staff have early years qualifications and the rest are working towards one. The nursery has recently been awarded the Quality Counts Accreditation Scheme through the National Day Nursery Association. They receive support from the local authority.

### How good is the Day Care?

Havelock Day Nursery provides good care for children. Staff are appropriately qualified and have a range of experience. The environment is clean, bright and welcoming with good attention to safety and health and hygiene issues. Most policies and procedures are in place. Staff have defined roles and are deployed effectively. Staff working with the babies have undertaken specific training in this

area and a key worker system is in place. All staff have annual appraisals, where their training and professional development needs are addressed.

Children are grouped according to their age. They are engaged in a wide variety of age appropriate activities, however, space is not always used effectively in order for children to conclude activities at their own pace. Staff interact well with the children, observing and recording their development. They plan a broad range of stimulating and interesting activities. Babies are cared for in a self contained area with a separate sleep area, milk kitchen and bathroom. Staff plan stimulating activities and there is a good range of suitable equipment.

The out of school club has access to a designated room and staff plan and provide a good range of activities.

Partnership with parents is good. Staff have a friendly, professional approach. They exchange information around children's development and respect parent's wishes around the care they provide. A prospectus and a notice board provide information for parents and they have access to all policies and procedures. However, for parents who have English as an additional language this is limited.

#### **What has improved since the last inspection?**

At the last inspection a number of actions were raised. These have all been addressed, ensuring children are well cared for in a safe, healthy environment. Children have access to a safely enclosed outdoor play area and a risk assessment of toys and equipment ensures they are safe. An intercom system is fitted to the main entrance ensuring all visitors are identified before access.

#### **What is being done well?**

- A well planned curriculum provides a wide range of stimulating and interesting activities and children are able to select resources independently. Providing them with choice and the opportunity to make their own decisions. Staff interact well with the children. They engage in their play, asking appropriate questions to enhance their learning. Children's work is attractively displayed, giving them a sense of pride in their achievements. At the out of school club, children take part in a wide range of activities, where they choose their own games and make decisions about playing indoors or out.
- There are effective policies for all safety issues. Staff make children's safety both inside and outside a high priority. An intercom system on the entrance and an enclosed outdoor play area provide good security. Regular risk assessments of the premises, resources and equipment highlight any hazards and these are recorded and addressed.
- Hygiene is promoted well. Children are encouraged to wash their hands regularly. They have clear pictorial and worded directions above the sinks which teach children the importance of washing hands. A good procedure is followed for nappy changes, for example, disposable gloves are worn, nappies are sealed in a bag and disposed of appropriately and the changing

mats are cleaned after each nappy change.

- Parents are kept informed of their children's progress and development through daily exchange of information. Daily diaries for the babies provide parents with information such as food intake, nappy changes and sleep times. Older children have a weekly diary which shows what they have been doing throughout the week, such as, examples of their work and the topics they have covered.

#### **What needs to be improved?**

- the effective use of available space
- the documentation, by obtaining written consent to seek emergency advice or treatment for children
- the information about the setting for parents for whom English is an additional language.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure space is used effectively to provide children with sufficient time to conclude activities at their own pace.
7	Obtain written parental permission to seek emergency medical advice or treatment.
12	Consider ways of improving access to information, about the setting and policy documents, for parents for whom English is an additional language.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Havelock Day Nursery provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Effective teaching is helping children make good progress towards the early learning goals in five of the six areas of learning. In creative development they are making generally good progress.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage, the early learning goals and the stepping stones. Their planning clearly identifies the six areas of learning and they use observations of the children's progress effectively to inform future planning. Staff interact well with the children. They do not impose in their play, but they offer guidance and question the children appropriately to make them think. Staff provide an environment where children are valued, praised and encouraged for their efforts and achievements. However, staff are too directive in some aspects of creative activities and their use of space and time means that children are sometimes unable to complete tasks. Established boundaries and the high expectations of the staff, result in well behaved children. Staff value children's contributions to discussions and they use praise effectively to develop their self esteem.

Leadership and management is generally good. Staff are well supported in their professional training and development, they are well deployed and management are pro-active in assessing the nurseries strengths and weaknesses.

Partnership with parents is generally good. They are kept informed of their child's progress through daily exchange and weekly diaries. Planning is displayed well and parents are encouraged to contribute to their children's learning. Some parents have visited the nursery to talk to the children about their occupations. The information booklet for parents does not include information on funded nursery education.

### What is being done well?

- Good interaction and questioning by staff encourages children to be curious, inquisitive and motivated to learn.
- Children have access to a range of well planned and free play activities. They explore and investigate through a variety of measures and their work is attractively displayed giving them a sense of ownership and raising their self esteem.
- Positive praise and encouragement is freely offered, developing children's confidence. They are encouraged to have good personal independence and established boundaries result in well behaved children.
- Parents are kept informed of their children's progress and are encouraged to take an active role in their learning through weekly diaries and visiting the

nursery in their occupational roles.

- Good management systems ensure staff training needs and requirements are addressed through annual appraisal.

#### **What needs to be improved?**

- the use of space and time to ensure children have sufficient time to complete tasks at their own pace
- the opportunities provided for children to prepare their own materials for creative activities
- the information provided for parents about the foundation stage within the nursery information booklet.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. Children have many opportunities to use writing for a purpose. They have access to a well resourced mark making area. They make lists in role play situations and have completed graphs showing popular ways to travel on holiday

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children play co-operatively, share and take turns. They approach adults with confidence, asking questions, being curious and inquisitive. They sit quietly when appropriate and are able to concentrate at chosen activities for a length of time. Children are well behaved, have good manners, saying please and thank you without prompting from adults and they are sensitive to others. They have good personal independence and are able to self select resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a good varied vocabulary, using expressive words and language to describe feelings and situations. They have access to good reading materials and they understand print carries meaning. They recognise their own name and are beginning to form recognisable letters. Through both pictures and words they are able to follow simple instructions, for example, the hand washing procedure displayed in the toilet area. They have many opportunities to practice writing in a well resourced area.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to use and develop a variety of mathematical concepts with the activities provided. Four year olds use calculators to add and subtract numbers. All children have opportunity to use scales for weighing through a variety of activities, such as baking. They sort and match, for example pairing up animals in 'Noah's Ark' game. Children use counting games and are able to count to beyond ten.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate with a variety of materials. They design and build models from re-cycled materials and building blocks. With the use of a computer, calculator, and cash register they are becoming familiar with everyday technology. They talk about their home lives and events, such as, holidays or visiting the dentist. They are beginning to learn about the natural world through planting seeds, the weather and visiting the local community.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children have access to physical play both indoors and out and use a variety of resources, such as, soft play shapes to jump on and off, slide down and climb on. They use equipment imaginatively, for example pretending to be horses using hoops as reins. They move with control and co-ordination and show an awareness of space for themselves and others. Through topics and daily routines they show awareness of being healthy. They use small tools with precision.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore colour, shape and texture with paint and playdough. However, they have limited opportunities to self select colours and materials when making a seaside collage picture, with pre-cut buckets, spades and blue paper for waves. They enjoy music sessions, choosing and playing a variety of instruments, exploring sound. They use props and drama to act out familiar stories. They use the home corner to act out roles using their imagination.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- KEY ISSUES
- make more effective use of time and space to ensure children have sufficient time to complete tasks at their own pace
- provide more opportunities for children to select and prepare materials for creative activities
- provide parents with information about the foundation stage within the nursery booklet.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*