



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306398

DfES Number: 534164

### INSPECTION DETAILS

Inspection Date	21/02/2005
Inspector Name	Jean Evelyn Thomas

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Harrison Day Nursery
Setting Address	297 Wallasey Village Wallasey Merseyside CH45 3HA

### REGISTERED PROVIDER DETAILS

Name	Harrison Day Nursery Limited 4703550
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### ORGANISATION DETAILS

Name	Harrison Day Nursery Limited
Address	Harrisons Day Nursery 295-297 Wallasey Village Wallasey Merseyside CH45 3HA

## 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

Harrison Day Nursery opened in March 2000. It operates from thirteen rooms in the old bank building in Wallasey Village. All children have access to a secure, enclosed outdoor play area.

There are currently one hundred and sixteen children on roll of these thirty nine receive funding for nursery education. Children attend a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The nursery opens 5 days a week all year round. It is open from 8.00a.m until 6.00p.m.

Thirty one members of staff work with the children. Seventeen staff are appropriately qualified and 8 staff are working towards a recognised child care qualification.

### How good is the Day Care?

Harrison Day Nursery provides good quality care for children.

The registered provider is committed to investing in staff training to enhance the quality of care provided. There are many excellent systems in place which contribute to the good organisation of the service. The facility provides a welcoming setting for both children and parents. The nursery is well resourced with play materials and equipment. The toys and equipment are clean, easily accessible and attractively displayed. Records are accurately maintained although aspects require minor attention.

There are good systems in place to protect children including the comprehensive risk assessment and safety policies and procedures. However advice is to be sought about window restrictors on the first floor. Qualified first aiders are on duty at all times. Procedures are in place to help prevent the spread of infection. Staff develop children's understanding of good hygiene practices. Information is obtained from

parents to ensure children's individual needs are met. The cook prepares nutritious meals on a daily basis. The staff have a good understanding of child protection issues. There is a comprehensive written statement for Special Educational Needs which is shared with parents.

The plan of activities offers children interesting, stimulating and enjoyable activities. There is plenty of opportunity for children to be creative, to investigate and explore. Children are able to make their own decisions in play and activities pursued. The children are well cared for, settled and happy in their play. Children will make progress in all areas of their development. Positive strategies are used to encourage children's behaviour. Staff present themselves as good role models.

Good communication systems support the commitment to work in partnership with parents.

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

All actions from the previous inspection have been addressed. The child protection procedure has been amended. Records pertaining to environmental health, building regulations and fire safety are retained. Consents are obtained from parents regarding emergency treatment. A complaints procedure has been prepared and is available to parents.

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

- The organisation of the day nursery is supported by good systems to ensure a quality and efficient service is provided to children and parents. This is achieved through several systems including the regular team meetings and good staff communication. The staff are knowledgeable about the nursery's policies and procedures, which are consistently implemented. Information gained from staff attending training is shared with other team members to extend their knowledge base of current child care practice. The recruitment procedure to ensure the most suitable persons are appointed to work with the children and become part of a committed working team.
- Meeting children's individual needs. Staff show respect for all children's individuality. Information is obtained from parents to ensure their child is offered appropriate care. The planning of activities offers children a wide range of play experiences. However the children are able to pursue activities of their own choice and at their own pace. Children can move away from the busy, stimulating aspects of the nursery life and relax at any time within the facilities provided. The nursery nurtures the children's skills of independence and confidence to make these decisions. There is a relaxed, happy atmosphere where children are settled.
- Positive and purposeful interaction between staff and children through play and communication which helps to develop secure relationships and encourages the child's learning potential.
- Safe setting for children with an emphasis on a high level of direct

supervision. This is achieved by exceeding the minimum child / adult ratio's of staff working directly with the children.

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

- Medicine recording system,
- devise a system to record complaints,
- seek advice regarding window opening restrictors on the first floor level.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report from 1 April 2004.

#### **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
6	Seek advice regarding positioning of window opening restrictors on the first floor windows.
14	Devise a system to enable a record of complaints to be maintained.
14	Ensure the layout of the medicine recording system complies with the code of confidentiality.

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

### How effective is the nursery education?

The quality of nursery education at Harrison Day Nursery is very good. Children make very good progress towards the early learning goals in all areas apart from physical development where progress is good with the exception of the development of climbing skills.

The quality of teaching is very good. Staff have a very good knowledge and understanding of the early learning goals and this is reflected in the interesting and varied range of activities provided. Children show a keen interest in their activities, responding well to staff's enthusiastic approach. Planning and grouping of children ensures that individual needs are met and different abilities catered for. Staff effectively encourage children to make choices and be independent. They have warm and positive relationships with the children. Staff are good role models, showing respect and consideration for children whilst at the same time having high expectations for their good behaviour. In response children are very well behaved, polite and show care and consideration for others. Staff effectively question children and challenge them to think. They regularly assess children's learning and use this information to inform planning.

The leadership and management of the nursery is very good. The manager gives clear and enthusiastic leadership. Staff are well motivated and roles are clearly understood. The setting is committed to improvement with staff attending regular training courses to further their knowledge. Planning is generally well monitored but the present system does not ensure a balanced emphasis on all stepping stones in the six areas of learning.

The partnership with parents and careers is generally good. Parents are well informed about their children's progress through regular parents evenings. They are encouraged to be involved in their children's learning. Parents receive limited information about the foundation stage and the six areas of learning.

### What is being done well?

- Children have positive relationships with staff and each other. Staff talk with children in a warm, relaxed manner and respond positively to their interests and contributions. Children happily co operate together in play and are learning to show care and consideration for others.
- Staff provide a broad range of interesting activities for children which effectively develop learning. They plan a varied week, including activities such as dance sessions with a visiting teacher. Outings in the local area and visits to the nursery's garden area are also used well to promote learning.
- Staff effectively encourage children to make choices and be independent. Children are confident to choose their own activities for part of the day. At

other times they are offered choices as to whether to continue with their current self chosen activity or move to alternative activities in a different room.

- Staff effectively question children and challenge them to think. Children are asked to contribute their ideas at story time to develop their understanding. Staff consistently make good use of questioning skills to extend learning, for example extending children's ideas in role play.
- Staff group children and adapt activities to cater for different ages and abilities. Careful grouping allows staff to extend older and more able children and give good support to younger and less able children. Written plans show how activities are adapted to meet children's needs.
- Children behave very well. They are secure in the routines of nursery and respond well to staff's high expectations for their good behaviour.

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

- the chances for children to develop climbing skills
- the monitoring of planning to ensure that there is a balanced emphasis on all stepping stones in the six areas of learning
- the information to parents about the six areas of learning

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic, keen to learn and interested in the activities provided. They are confident and have positive relationships with staff and each other. Children co operate well in water play. They happily share resources and decide roles in imaginative play. Children are polite and behave very well. They are confident to make choices in their learning. Children show increasing ability to carry out activities independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are effectively learning to express their thoughts and ideas clearly, showing a growing vocabulary. They show a good understanding of stories as they participate with actions and suggest ideas. Children choose books to look at and 'read' to each other. They are effectively learning to write their names. Children learn to write for different purposes as they make party invitations and 'write' letters to post in the nursery post box.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to count to ten and beyond through daily activities such as counting each other at register time. Older and more able children are learning to recognise numbers to ten and beyond. Children make good progress in learning to compare numbers. They effectively learn to solve simple problems such as working out how many coins are needed for the group when making 'money envelopes'. They are learning to recognise and copy patterns as they make bead necklaces.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are effectively learning to observe change as they grow vegetables in the nursery garden and hatch chicks. They explore the features of different materials as they sort wooden, plastic and metal objects. Children show confidence in using construction sets and other materials to build models. They are developing a good awareness of their immediate environment through regular outings in the locality. Children are able to use a computer to support their learning.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children display good control and co ordination as they participate in a dance session. They show a good awareness of space and others as they move around the small 'creative ' rooms. Children are becoming proficient to use a variety of tools such as scissors and play screwdrivers. They show good pencil control. Children use a variety of small equipment and wheeled toys to develop skills. There are limited opportunities for children to develop climbing skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children show good imagination in role play as they create different scenarios. Older and more able children are able to extend their imaginative play well. Children are learning to express their own ideas through art. Attractive displays show children's own paintings, drawings and other art work. Children confidently sing a range of familiar songs. They are learning to explore sound using different instruments.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the chances for children to develop climbing skills
- the monitoring of planning to ensure that there is a balanced emphasis on all stepping stones in the six areas of learning
- the information provided for parents about the six areas of learning

*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.*