



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218430

DfES Number: 510347

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Carolyn Thompson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	HARRINGTON DAY NURSERY
Setting Address	137 BELVEDERE ROAD BURTON UPON TRENT STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name	Mrs Dorothy Frances Hill
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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

Harrington Day Nursery was first registered in 1990 and has been owned by the present owners since 2000. The nursery is situated next to the local hospital; local schools and a park are nearby. The nursery serves the local and wider community.

There are currently 150 children aged between 6 weeks and 12 years on roll. This includes 76 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and children who have English as an additional language.

The nursery opens five days a week all year round. The nursery is open from 07:45 until 18:00.

Twenty staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Seven staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Harrington Day Nursery provides a good standard of care for children. They provide a warm, friendly, welcoming environment for children and their parents. Detailed policies and procedures are available in the operational plan. A comprehensive recruitment and induction policy is in place. There is a strong commitment by the nursery to promote the personal and professional development of all staff, however staff caring for children have not yet attended relevant training. There is good use of space and effective deployment of staff to ensure that the needs of children are met. There is a wide range of resources available to the children, these are used imaginatively by staff to support planned activities. Resources reflect equal opportunities and positive images.

Appropriate steps are taken by the staff to ensure that children are cared for in a

safe, clean environment. The recognition and response, by staff, to children's individual needs is very good, including those children with special needs. Staff are aware of children's individual dietary needs. The children enjoy eating a range of healthy meals and snacks. Staff have a good understanding of child protection procedures.

A wide range of activities is planned. Activities cover all areas of learning for all children attending the nursery. The programme of activities for school age children during school holidays is fun and exciting. Detailed records are kept of children's learning and development. Staff effectively use positive reinforcement to promote children's good behaviour.

Partnership with parents is good. Information is available for new parents. Regular newsletters and an informative notice board ensure that they are fully informed about the nursery. Parents are encouraged to talk to staff when they bring or collect their child and to look at their child's written development records. Parents are encouraged to participate in a range of social activities and sponsored events at the nursery.

What has improved since the last inspection?
Not applicable

What is being done well?
<ul style="list-style-type: none">● The programme of activities for school aged children during the holidays, is fun and exciting encouraging children's interest and participation.● Staff work effectively together to ensure that children and their parents are provided with a warm, friendly, welcoming environment.● Staffs recognition and response to the individual needs of children attending the nursery is very good.● There is a strong commitment by the nursery to promote personal and professional development of all staff.● Resources are used imaginatively to support planned activities.

What needs to be improved?
<ul style="list-style-type: none">● training for staff who work with children under the age of three years.

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
2	Develop and implement an action plan, which demonstrates how staff, caring for children under three years of age, will gain a deeper understanding of the needs of children in this age range.

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

How effective is the nursery education?

Harrington Day Nursery offers high quality provision overall which helps children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. A committed staff group teaches children very well. Staff work very well together as a team, with parents and other professionals, to meet the needs of all the children. They have a very secure knowledge of the foundation stage curriculum and the early learning goals. They plan activities, which are interesting and fun, ensuring that children are motivated to learn. Children are becoming confident and independent learners. The curriculum planning for the outside area includes some of the six areas of learning.

Staff ensure that children's individual needs are recognised and responded to appropriately. They provide a wide range of planned and spontaneous learning opportunities and ensure children's progression through observation and assessment. Staff extend children's learning by encouraging the children to think and by asking open-ended questions.

The leadership and management of the setting are very good. Effective teamwork between the management and staff ensures good communication. Staff have an annual appraisal, as part of this process staff complete a self-assessment. Staff are aware of their roles and responsibilities, this contributes to the smooth running of the setting and to children's learning. Staff attend regular training on the foundation stage and other early years issues.

Partnership with parents is very good. Staff ensure that parents are kept well informed about their child's development. Parents are able to speak to staff when they collect their child, appointments can be made if appropriate to discuss their child's progress. An informative notice board is available containing relevant information about the setting and the curriculum planning.

What is being done well?

- Staff have a clear understanding of the early learning goals, which ensures that activities are interesting and fun. This ensures that children are motivated and are becoming confident, independent learners.
- Resources are used imaginatively to support planned learning opportunities for children.
- Effective teamwork and communication between management and staff ensures that the nursery meets the children's individual developmental needs.

What needs to be improved?

- There are no significant weaknesses to report but consideration should be given to improving the following:
- curriculum planning for the outside area to ensure that all six areas of learning are covered.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have developed children's progress records to include all aspects of each area of learning which was raised as a point for consideration.

Children's development is now effectively recorded, following ongoing observation and assessment, against the stepping-stones for each of the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and self-esteem. They are keen and interested to learn and are able to sit and concentrate for appropriate periods of time. They are encouraged to be independent. Children are able to choose confidently from a range of activities provide by the staff. Children have opportunities to work in small and large groups and individually with staff. Children behave well. Children are learning to share and to take turns and to be considerate to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories and looking at books confidently predicting the outcome of the story. They enjoy singing familiar rhymes. They talk confidently with each other and with staff. Staff extend children's learning by introducing new vocabulary. Some children are able to recognise and write their own name. Some children are able to identify letters and the sound that the letter makes. Children participate in activities which enable them to develop pencil control and writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to learn about number through a range of planned and spontaneous activities. They confidently count up to ten and above. Children enjoy a range of opportunities to enable them to recognise shape and size. They are becoming familiar with number rhymes. They explore concepts of addition, subtraction, more than and less than. Children enjoy a range of cooking activities weighing and measuring out the ingredients. Imaginative play encourages learning about the value of coins.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore the local environment. They observe changes in the weather and experience the natural world helping to care for nursery pets. Children have many opportunities to experience a range of festivals and cultures. Children are able to access a range of resources which reflect positive images and diversity. Construction toys and recyclable materials are used to create models. Children are able to use programmable toys and the nursery computer.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are developing a good awareness of a healthy life style and the importance of exercise and diet. They follow a comprehensive physical development programme both in and out of doors. They enjoy music and movement and have the opportunity to learn about dance. A range of tools is freely accessible to the children and they are becoming skilful users of these. They access a wide range of large and small equipment to develop fine manipulative and gross motor skills.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy listening to and moving to music. They are able to experience playing a range of musical instruments. They enjoy singing songs individually and as a group. Children learn about colour and shape through a range of planned and spontaneous activities. Role-play activities are varied and interesting. Children are able to use a variety of materials including paint and collage material to create pictures and models of their own choosing or to fit in with a planned theme.	

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

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:
- Continue to develop the curriculum planning for the outside area to ensure that all six areas of learning are covered.

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.