

# Hazebrouck Nursery

Inspection report for early years provision

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**Unique reference number** EY263173  
**Inspection date** 09/02/2011  
**Inspector** Alison Large

**Setting address** Community Centre, Sheerlands Road, Arborfield, Reading,  
Berkshire, RG2 9ND  
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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*.

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## Description of the setting

Hazebrouck Nursery is one of 10 nurseries run by Complete Childcare. It opened in 2003 and is situated in a purpose-built centre. The building forms part a community centre in the Arborfield area of Reading. A maximum of 91 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 7:30am to 6:00pm all year round. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register.

There are currently 43 children from three months to five years on roll. The nursery receives funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs nine members of staff. Most hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are happy and confident, as staff are sensitive to children's individual needs and promote all aspects of children's welfare and learning with success. All children are valued and included to ensure none are disadvantaged. They take part in a wide range of activities and staff are gaining a good knowledge and understanding of the Early Years Foundation Stage framework. Systems for monitoring and evaluating the settings practice are in place to ensure any areas for development are identified, to enable continual improvement of the nursery.

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

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

- further develop the children's assessment records, ensuring the summary of children's achievements is clear and the views of parents reflected in them
- ensure the planning for each room is used to identify learning priorities and plans a relevant and motivating learning experience for each child
- develop partnerships with other settings children may attend to ensure continuity in their learning.

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

Children are safeguarded well, because the nursery is well organised and prioritises safety. Staff are suitably vetted, qualified and supported, to ensure they all know their roles and responsibilities concerning child protection. All staff take responsibility, and use risk assessments to ensure children's health and safety within their rooms as well as outside. The new management team recently put in place have high aspirations for quality, which is becoming evident through ongoing improvement, in consultation with staff, parents and children. Regular meetings with staff ensure information is shared to help them take pride in their surroundings and enhance their practice. Staff make good use of resources. The indoor and outdoor play areas are well organised which ensure that children can take part in a wide variety of activities. All children are included and supported well, and the setting promotes equality and diversity. With the new acting manager in place, the setting has begun effectively identifying its strengths and weaknesses and has started to make good progress since the last inspection.

Information is displayed all around the nursery so that parents and children can feel a good sense of belonging. The partnership between parents and the nursery is good. Parents of babies are kept informed about daily routines and the activities they have taken part in. Staff take the time each day to talk to parents about their child's day. Parents are very supportive of the staff and appreciate the care and education their child receives. The notices in the entrance hall and outside each of the playrooms ensures that parents are kept informed. The children's learning journeys are also available for parents to look at whenever they want. Links with the various schools the children move on to is still underdeveloped, although the manager is trying to improve this to help with a smooth transition from nursery to school. A comprehensive range of policies and procedures are in place covering all areas of the provision. There are systems in place for staff to make observations and assessments of children's learning and development and these are being reviewed to give a clearer system for staff to use. Progress has been made in addressing the issues raised at the previous inspection, and these are monitored by the manager to ensure they are effective.

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

Children are happy and settled at the setting. They are able to move freely between activities and are making steady progress as they take part in a varied balance of adult-led activities and free play. Children are developing their independence skills, such as putting on their coats, helping to tidy up and pouring their own drinks at snack time. They enjoy singing songs and have good communication skills and chat happily to both one another and to adults. Babies are actively involved in their play, confidently selecting and exploring resources. Staff offer especially good care when babies are being settled to sleep, bottle fed or having their nappies changed. Observations of children's progress are recorded

by staff and this is used to identify each child's learning needs. However, some assessment records for the older children are cluttered and do not clearly show where the children are in their learning and development. The planning and the effective evaluation of activities for the older children is not fully monitored to ensure they are meeting children's individual learning needs. Younger children are supported well by staff and become confident in their daily routines.

One of the strengths of the nursery is the French tuition children receive each week. The children are very keen to take part and thoroughly enjoy the fun way they are learning another language. The older children are all becoming confident in counting and speaking in French and enjoy singing the greeting song at the beginning of the session. Children have use of the outside areas daily where they have access to a range of resources to stimulate the children and provide opportunities for learning and enjoyment. They particularly enjoy wearing their waterproof clothing which enables them to play outside in all weathers. Children's safety is well promoted as staff keep doors locked and ensure that all visitors to the setting sign in and out. Risk assessments are regularly carried out updated and children and staff take part in regular fire drills to ensure all staff and children feel confident about the procedure they should follow in the event of an emergency.

The nursery provides a good variety of healthy and nutritious meals and snacks which are cooked on the premises and special dietary needs are catered for. Children enjoy the social interaction as they sit and eat together. Water is available for the children throughout the day to ensure they remain hydrated. Children are learning about good hygiene routines as they are reminded about washing their hands before eating and after using the toilet. Children's behaviour is good, they are learning to share and take turns and play well together. They are developing relationships with each other and interact well together throughout the setting. Their learning and growing understanding of the world around them, prepares them well for future life.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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