

Harcourt Pre School Nursery

Inspection report for early years provision

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Inspection date 31/01/2011
Inspector Carol-Anne Shaw

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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.

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Description of the setting

Harcourt Pre School Nursery operates from a detached house close to the centre of Harrogate. The nursery operates from the ground floor and first floor which include seven playrooms for the children with the support of a kitchen, toilets, milk kitchen, nappy change area, sleep room and office. The children have access to a secure outdoor area to the rear of the property. The nursery opens five days a week all year round from 8am until 6pm.

There are currently 70 children aged from three months to five years on roll, of these, 18 children receive funding for early education. The nursery currently supports children with learning difficulties and/or disabilities and also a number of children who speak English as an additional language.

The nursery is registered on the Early years register and also the compulsory and voluntary parts of the Childcare Register.

The nursery employs 15 members of staff. Of these, nine hold appropriate Level 3 early years qualifications and one has Level 4, the owner also has a Level 4 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides effectively for children in the Early Years Foundation Stage. Children progress in their learning due to the sound knowledge and expertise of the qualified staff team and the enabling environment. The nursery has a positive attitude towards inclusion. Children's individual needs are met because of the good relationship the owners and staff have with parents. The recommendations from the last inspection have been met. The staff team are currently reviewing their self-evaluation procedure, to further identify and acknowledge areas for future development.

What steps need to be taken to improve provision further?

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

- develop further the assessment of children, review what you know about each child's development and learning, then make informed decisions about the child's progress and plan next steps to meet their development and learning needs
- implement a quality improvement process, such as the Ofsted self-evaluation form, as a basis of ongoing internal review to assess what the setting has to offer against robust and challenging criteria.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the procedures are clear and the staff team demonstrate a clear understanding of their role in safeguarding children from abuse and neglect. The staff team regularly update their training in safeguarding issues. All staff are confident that they would promptly report any concerns in line with the Local Safeguarding Children Board procedures, the nurseries policy and procedure identifies relevant contact details. There are robust recruitment and vetting systems in place to support the safeguarding of children. Children's health and well-being is effectively supported, through clear health and safety procedures, which are consistently put into practice. In addition, accident and medication procedures are maintained effectively. The systems in place to keep children safeguarded are effective, supporting children's well-being.

The nursery demonstrates a firm commitment to ensuring that the setting is inclusive for all families, through an environment that promotes diversity positively. Partnership working with parents works well and relevant information is ascertained from them before children attend the setting. Parents have access to the children's individual development records, and are provided with up-to-date information about how the setting operates. Policies and procedures are readily available to parents on entering the nursery, including the complaints procedure. Partnership working in the wider context, such as, with schools children may attend in the future is more difficult, as children attend from a wide geographical area covering many different schools. The nursery is working to develop links with any local schools children may attend.

Records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are frequently reviewed and implemented in practice, ensuring all children are safe, included and their individual needs met.

Training needs are identified and provided for resulting in a team committed to professional development. Training, observations, feedback from other professionals and staff's own reflections are shared with the rest of the team at their regular meetings. Recommendations set at the last inspection have been successfully addressed, staff regularly monitor and evaluate their practice and provision. The views of the parents are sought through discussion and questionnaires. This leads to development actions being set and addressed which improves the outcomes for children and demonstrates a commitment to continuous improvement. For example, the team have developed the outdoor area to provide further opportunities for children to explore natural resources. The evaluations have not been fully formalised for the whole of the nursery provision.

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

The adults support children's overall development effectively in the nursery. Children show an interest in imaginative play, dressing up as they play. Through using a wide range of resources and activities they become aware of the wider community. They use large building bricks and crates to support them in their play, developing an understanding of size and shape as they construct. The environment in all sections supports children's learning effectively. Resources are easily accessible, supporting children's spontaneous learning and interests. Children are creative; they explore paint using their fingers and paint brushes, talking about colours as they do so. They experiment with glitter and glue. They confidently use numbers and mark make. They develop their thinking skills, as they understand what type of clothes are suitable in different types of weather.

The younger children, under two years of age, receive good support from staff through reassurance and physical contact, such as, cuddles and communication when they require comfort, supporting their emotional well-being. The rooms are arranged very effectively to support their learning, children move around freely and choose activities. They learn to feed themselves at lunch time, with growing independence. Children play in the warm water, enjoying pouring the water. They explore the different textures of material, use glue and paint as they make pictures. All children are included happily and are supported very well by staff.

Observations and assessments of all children's learning are available. The starting points of individuals are recorded on their development files, demonstrating what they have currently achieved with their learning and development. The information when children first start at the nursery is not linked to the early learning framework to start the individual learning profiles. The observations show clearly what they achieve in the different areas of learning and the staff have started to record the next steps for children's individual learning. This is not consistent in all profiles and as a result the information is not fully used to inform the weekly planning to provide personalised play and learning opportunities for individual children. However, the staff team are effective in progressing individual children's learning across the six areas of learning. The staff record with clear examples, how children are progressing in their learning within the framework and this then links to the On track, completed for all children. As a result, children are making good progress towards the early learning goals in all areas of learning.

Children are helped to stay safe as they receive gentle reminders to use resources safely. They start to understand the importance of fire safety through practice, with visual prompts. All children are helped to understand the importance of fresh air and exercise as they regularly play outside. The more able children develop their gross physical skills as they balance on equipment, climb small equipment and experiment in their movements. Children eat a healthy lunch, freshly prepared by the cook. Garlic bread and lasagne with vegetables in the sauce, is particularly enjoyed. Snacks of different fresh fruits are available; throughout the day water is readily available for the children to access.

Children are confident and very happy in the nursery; they behave well, make choices and learn to become very independent. Diversity is valued and respected in the setting. This is shown through pictures and posters reflecting diversity, displayed throughout the setting give positive messages of the differences in people. This creates a welcoming environment for all. Children also use resources that reflect diversity, such as, dressing-up costumes, small world people and books. All children progress well in their learning, considering their starting points and gain skills for the future. As a result, children are making good progress towards the early learning goals.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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