

# Childhaven Community Nursery School

Inspection report for early years provision

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**Unique reference number** EY414953  
**Inspection date** 07/06/2011  
**Inspector** Rosemary Beyer

**Setting address** Childhaven Nursery School, 13 Belgrave Crescent,  
SCARBOROUGH, North Yorkshire, YO11 1UB  
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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**

Childhaven Community Nursery School operates from a Victorian terraced house in the Falsgrave area of Scarborough. The accommodation is arranged over five floors and houses the main school nursery and Childrens Centre provisions. The registration is to enable the setting to provide care for children aged between two and three years of age, prior to them moving into the main school nursery. Children are cared for in one play room on the first floor, with shared use of the outdoor area and kitchen facilities. There is no lift access to the first floor. Proposed opening times are 9.00 am to 11.30 am and 1.00pm to 3.30pm Monday to Friday, all year round, however currently sessions are running each morning and Monday and Thursday afternoons. The nursery is registered by Ofsted on the Early Years Register to care for 12 children at any one time, none of whom may be under the age of two years. There are currently three staff employed, all of whom have appropriate qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good knowledge of the children in their care which ensures they promote all aspects of the children's welfare and learning successfully. The children are safe and secure on the premises, and well engaged in the activities provided. There is a close working partnership with parents although they do not yet receive much information about how to become involved in their children's learning at home. Staff use self-evaluation to identify key strengths and areas for development but the systems are not yet sufficiently robust to include parents' and children's views.

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

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

- further develop the self-evaluation procedure to include parents' and children's views and suggestions
- increase the opportunities for parents to become more involved in continuing their children's learning and development at home

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

The setting is well organised to help the children develop independence, with resources easily accessible. Flexible daily routines allow them to experience a varied range of activities in the playroom and the outside area. Overall, policies and procedures are used effectively to promote the welfare of the children and staff have a good knowledge of safeguarding procedures which ensures the children can be protected if they have concerns.

Initial interviews, home visits and 'All About Me' forms provide the foundation for staff to use assessment and planning to build on what children already know. Staff monitor activities to ensure children have enough challenge and make good progress.

All parents are made to feel welcome and are encouraged to settle their children before leaving them. They can stay in the building if they wish or telephone for reassurance if they have concerns. Those parents spoken to expressed great satisfaction with their children's care. They receive good information about their children's care, through feedback at the end of the session, development files that are readily available for them to see, and photographs that are displayed on the laptop, however, not all parents receive encouragement to get involved with their children's learning at home.

Staff are keen to provide quality care for the children and use regular staff meetings to discuss possible concerns or improvements. They have not yet developed the self-evaluation procedure to include the views of parents and children to ensure the setting meets their needs.

All children are welcome in the setting although being on the first floor, with no lift available, any children with mobility problems could find access difficult. Staff work well with support services to meet the needs of children with learning difficulties and/or disabilities, including portage staff and speech therapists. Children from the setting go to the adjacent nursery school so communication with staff ensures information is exchanged and the children's transition between settings runs smoothly. Staff also provide care for children with English as an additional language. They have developed sign language, with illustrations on the wall for the children to see and obtained simple words from parents to help communication with the children.

The staff promote children's knowledge and understanding of diversity by providing a range of books, activities and discussions. They are also planning to celebrate festivals. All activities are carefully planned to widen their knowledge of the world in a non discriminatory way and to provide positive images of those often discriminated against. A globe is used to discuss different countries, such as, where the fruit they eat at snack time comes from, or where children have gone on holiday.

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

Staff provide a wide range of resources and activities to promote children's learning in all areas. All the children are making good progress, whatever their starting points. They are developing independence and confidence when selecting. Although most of the children are two years of age they are settled and comfortable with the staff and are building excellent relationships with them and their peers. They behave well and are starting to develop good manners, share and take turns when playing.

The fire engine activity provides the opportunity to develop their imagination and widen their knowledge of the world through discussion of people who help them. This also teaches them to keep themselves safe by not playing with fire and when discussing other professions an awareness of road safety. They regularly practise fire drills to ensure they can evacuate the building quickly in an emergency.

Healthy lifestyles are actively promoted by the provision of fresh fruit and healthy snacks each day, and fresh air and exercise. The children also discuss the vegetables growing in the garden and good hygiene practice. Children help to prepare the fruit by washing it, then cutting it up, before sharing it with the other children present. They help each other to beakers and pour their own milk very capably. They wash their hands after personal care and before food, and know they can spread infection and make people ill if they do not do so. Clear sick child, medication and accident procedures ensure the children are well protected.

## 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	2
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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