

Havelock Day Nursery

Inspection report for early years provision

Unique reference number 205585
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Inspector Jonathan Davey

Setting address Diana Princess of Wales Hospital, Scartho Road, Grimsby,
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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

Havelock Day Nursery is owned by the company 'For Under Fives', which has been established for over 12 years. It is located in the grounds of the Diana Princess of Wales Hospital. The premises are purpose built and situated on the main thoroughfare of the hospital, close to bus routes. There is adequate parking adjacent to the nursery. The setting is registered to care for 63 children under eight years. The nursery also provides out of school care during the school holidays and after school care for children aged up to 11. There are currently 86 children on roll. The setting currently supports a number of children for whom English is an additional language and some who have special educational needs and/or disabilities. Children attend for a variety of sessions.

The nursery is open from 6.30am to 6.30pm Monday to Friday, all year round. This enables it to cater for parents working shift patterns, particularly parents who are hospital staff. The children are cared for by 13 staff who work with children, and two support staff. All childcare staff hold a relevant qualification. The nursery has completed the 'Quality Counts' Accreditation Scheme through the National Day Nursery Association. The company as a whole are 'Investors in People'. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure and welcoming environment. The qualified staff recognise and respond to individual requirements of children, and strive to ensure their care, learning and welfare needs are met. All children make good progress in their learning and development because overall they enjoy a wide range of play opportunities, both indoors and outside, which generally cover all aspects of learning. The nursery keeps parents informed about what their children are doing using daily diaries, and obtains information about their needs and routines. The staff are enthusiastic and reflect upon their practice to identify aspects for development.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- provide more regular opportunities for children to independently access and develop their skills in using information and communication technology
- review the opportunities for spontaneous play and learning, both outdoors and indoors, such as through a free-flow system
- ensure all staff are aware of their and others' individual roles within the setting.

The effectiveness of leadership and management of the early years provision

Children are well protected because all staff have a good understanding of safeguarding procedures. Staff have completed relevant safeguarding training and are aware of their responsibility to refer any concerns about a child's welfare. Children are protected as the well-qualified staff keep the premises secure and supervise the children at all times. Regular risk assessments ensure hazards are reduced, and daily checks ensure the environment is safe for children. The nursery has separate risk assessments recorded for trips away from the premises, such as visits to the local pond. Monitoring systems are in place for all record keeping. Policies and procedures are reviewed and updated accordingly and the manager makes good use of a range of monitoring activities relating to the provision and outcomes for children. However, not all staff are aware of each other's specific roles within the nursery, although this has little impact on the children's safety.

The nursery values working with others to support the care, education and well-being of children. For example, they work closely with another local provider, sharing information about the child's day. Positive relationships with parents exist and good working practices are being developed, enhanced and extended by fostering partnerships with the nearby school, local authority, and other professional agencies. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each individual child's background. Registration forms are completed by the parent as part of a rigorous induction process. Resources are well organised, fit for purpose and support children's development. The outside area is large and enclosed and has lots of different areas to keep children entertained, such as a large playhouse, a slide, ride-on bikes and a see-saw. This gives the children lots of opportunities to enhance their own personal, emotional and physical development. However, as there are set times when all children go out together, children do not currently access the outdoor area spontaneously, as and when they may wish, to further extend their play and learning. The nursery has resources which reflect the wider world, and staff introduce topics with the older children to recognise the diversity of the world. Staff are aware of how to support children with special educational needs and/or disabilities and those who speak English as an additional language, and have appropriate systems in place to fully support individual children.

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

Children make good progress in their learning and development and towards the early learning goals. They enjoy and achieve because they are provided with a broad and interesting range of learning experiences and activities, both inside and outside. For instance, the children enjoy using makaton with a language through listening activity and a puppet. The children have warm relationships with the staff and are very settled and contented. Staff complete regular holistic observations on

the children's play and record this in daily diary books and the child's own individual learning record. This information is then used to plan activities to enhance individual learning and progression; however, planning does not always identify how activities will promote individual children's progress towards the early learning goals.

All children are starting to develop their awareness of diversity through activities and resources. They access a good range of resources to help them positively explore and value differences and similarities in the wider world. Children's information and communication technology skills are generally promoted through access to a computer. However, other opportunities for children to independently explore technology, such as battery operated toys, calculators and compact disc players, are limited.

Children are confident with the staff and have access to fresh drinking water as they recognise that they are thirsty, promoting independence. The older children are able to plan for and assist in the serving of varied and fresh meals, prepared daily on the premises. Staff are role models as children sit with them at mealtimes and learn good table manners. The children follow good hygiene routines. Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before dinner or snack. Children demonstrate good coordination and spatial awareness. They skilfully manoeuvre wheeled toys around the outdoor area and happily build and climb on the soft play equipment indoors. The babies are able to crawl and pull themselves up on furniture to develop movement. Children are eager to play and join in with the activities on offer, one child excitedly asking if bread could really fly after listening to group story. The staff use effective questioning skills to develop children's vocabulary as they discuss the different materials on offer in the well-equipped creative room. For example, younger children enjoy having their snack after waking from their nap. Staff use facial cues and sing songs and children respond with lots of giggling and laughing. This promotes their language acquisition and shows that staff have an understanding of the Early Years Foundation Stage.

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