

# Harlequins Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	223216
<b>Inspection date</b>	03/11/2011
<b>Inspector</b>	Parm Sansoyer
<b>Setting address</b>	1a George Street, Enderby, Leicester, Leicestershire, LE19 4NQ
<b>Telephone number</b>	0116 2750156
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Harlequins Day Nursery opened in 1999. It is privately run and operates from a two-storey, listed building in the village of Enderby in the Blaby district of Leicestershire and serves the surrounding area. There is an enclosed garden for outdoor play.

A maximum of 20 children under eight years, of whom, no more than nine may be under two years, may attend at any one time. There are currently 26 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old.

The setting is open from 7.15am to 6pm from Monday to Friday for 51 weeks of the year. There are eight staff employed to work with the children. Of these, two hold a qualification at level 5 in early years and of these, one is working towards the Early Years Professional Status, one holds a qualification at level 4 in early years, four hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued, content and comfortable within the setting. The extent to which children make a positive contribution and fostering their personal, social and emotional development is a key strength of the setting. An interesting and well-equipped environment and teaching methods, which are mostly used well, contributes to children making good progress in their learning and development. All staff have a good understanding of safeguarding issues, although, the written risk assessment is not sufficiently detailed. Relationships with parents and carers and other settings and agencies are strong. Those in charge have good aspirations for quality and there are effective systems in place to secure improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it identifies all aspects of the environment that need to be checked, date of review and any action taken following a review or incident. 18/11/2011

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

- plan more effectively the use of resources and their learning intention to help more fully exploit children's play and learning, paying particular attention to children's problem solving, reasoning and numeracy development.
- make more freely available resources such as the paint, sand, water and dough for children under two years to further explore, investigate and be creative.

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

There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted, qualified and experienced. There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. However, the written risk assessment does not fully enough include all aspects of the environment that need to be checked, date of review and any action taken following a review or incident. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children health, welfare and safety.

The small nature of the setting means staff know children well and know their individual personalities, likes, dislikes and interests and use this information to follow the children's interests and plan motivating and interesting experiences, which are enjoyed by the children. Children are cared for in rooms according to their age and ability. Furniture, equipment and resources are of good quality, fit for purpose and are mostly used well to support children's learning and development. Children benefit from a good balance of adult-led and child-initiated activities planned for their enjoyment and achievement. However, on occasions the use of resources and their learning intention is not always clear. Therefore, the learning potential of these experiences are not always fully exploited.

Parents are kept well informed about the provision and their children's care and achievements. These positive relationships means children's needs are met well through clear and accessible channels of communication. Partnerships with other providers of the Early Years Foundation Stage are effectively established to help support transition and continuity of their education and care.

A happy and well motivated staff and management team work well together focused on helping all children feel welcomed and valued. Good progress has been made since the last inspection and all the recommendations made, have been tackled well to improve outcomes for children. Staff are actively involved in reflecting on their own practice and contribute positively to the self-evaluation process and well targeted actions plans, to help maintain continuous improvement.

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

Staff place a clear emphasis on helping children make a positive contribution within the setting and promoting their personal, social and emotional development and consequently, it is fostered very well. Children are confident, independent and cooperate well and motivated to learn. All children are happy and confident due to the well organised routines and the close relationships they develop with both adults and each other. Babies form close attachments with their assigned key person and familiar staff, they show a real sense of belonging and feel safe. Children learn to respect each other and consider how they and others are feeling through using the 'emotions board' daily. Children self-select with confidence and have good opportunities to increase their self-help and social skills. For example, children independently access their snack and are given the time to chat with their friends.

Children's communication, language and literacy is supported well. Older children have daily opportunities to talk and listen to each other at 'news time' where they share what they have been doing and what interest them. Children build good foundations for early literacy through having good opportunities to make marks, make sense of visual signs and symbols and to recognise their own names.

Children's knowledge and understanding of the world is supported well. Children benefit from meaningful experiences as they get involved in growing flowers, tomatoes, potatoes and herbs and learn how to care for them. They learn about feeding birds and observing their habits and begin to observe and predict as they have followed the life cycle of the frog. Children have good opportunities to use their senses and explore natural items, such as, fallen leaves, compost, fir cones and stones. For example, older children have filled small muslin bags with various spices, such as, cinnamon sticks and cloves and consider what they can smell. Children begin to learn about their own and other cultures and customs through themed activities, such as, celebrating a variety of festivals, food tasting and accessing a range of resources and books.

Children's problem-solving, reasoning and numeracy is mostly developing well. Children learn to count, sort and match through everyday routine, as they play with construction toys, puzzles and use the computer. However, older and more able children have fewer opportunities to find out about and work with numbers and have fewer practical opportunities to freely use the sand and water to consider concepts, such as, weight, measures and capacity and to question why things happen, such as, floating and sinking.

Children's creativity is supported well. For example, older children benefit from a good selection of arts and crafts materials, water, sand and paint which is made readily available. All children respond well to what they hear, see, smell and touch as they use jelly, ice cubes and dry lentils. Babies have good opportunities to explore and discover as they use a varied range of programmable toys and resources, such as, feathers, foil and natural items. However, children aged under two years have fewer opportunities to explore, investigate and be creative, at their

own leisure, with resources, such as, the paint, sand, water and dough.

Children learn how to stay safe as they learn how to manage the environment safely and through visits to the setting from the fire brigade and local community liaison officer. The extent to which children adopt healthy lifestyles is good. All children benefit from the access to fresh air and the outdoor environment, which contributes well to their health and wellbeing. Children build their confidence well as they competently use large and small physical play apparatus. All children, including, babies benefit from freshly prepared meals which are healthy, balanced and nutritious and positive measures are taken to prevent the spread of infection. They successfully develop skills that contribute to their future as they develop good habits in co-operating, sharing and making choices and decisions.

## 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

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

<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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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