

Harlequin Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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

Harlequin Nursery has been operating under its present ownership since 1996. They re-registered in 2011 on becoming a limited company. It is one of four settings owned by the Portland Nurseries Ltd. It operates from purpose-built, single storey premises in the Edgerton area of Huddersfield.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 24 children under eight years, of whom not more than 12 may be under two years. The nursery is open every weekday between 7.30am and 6pm throughout the year, with the exception of bank holidays and two staff training days. There are two rooms available for children's play and two fully enclosed outdoor play spaces. There are currently 39 on roll, all in the early years age range. The nursery supports a number of children with dual language and who have special educational needs and/or disabilities.

The setting employs 10 staff. Eight of these, work directly with the children and seven have a relevant early years qualification to at least level 2. The nursery employs a graduate who holds Early Years Professional Status. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is proactive in developing highly effective partnerships between parents, providers and other professionals and agencies, which ensures that children's needs are met and their protection is guaranteed. The nursery supports every child, so that no group or individual is disadvantaged. Overall, the environment and expert practice actively contributes to helping children make the best possible progress in their learning and development. Managers and staff are passionate about continually evaluating their practice to bring about continuous improvement. This results in dynamic provision that will continue to significantly improved outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending existing opportunities for babies to explore objects and materials with their hands and mouth, for example, by using food.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and exceedingly well protected in the nursery because the staff have an excellent understanding of local safeguarding procedures. There are comprehensive policies and procedures in place to manage any concerns that staff may have about children in their care. The nursery follows robust recruitment procedures. All staff are suitably vetted to ensure their suitability to work with children. This ensures that children are safe and secure in the nursery. There are comprehensive risk assessments, which enhance all aspects of the nursery. Daily checks identify and deal with potential hazards, which means that children have the freedom to move around the environment in safety.

Staff have an excellent understanding of the Early Years Foundation Stage and use this to provide a rich, varied and imaginative environment. There are a wealth of resources within the nursery. The environment is organised in a way that encourages children's exploration. For example, they can independently access toys, equipment and books to support their play. Staff constantly monitor the provision to ensure resources remain safe and suitable, which further promotes children's independence.

The leaders and managers demonstrate a passion for what they do and provide dynamic leadership. Staff are supported and encouraged to participate and develop within the nursery. The nursery have an excellent understanding of their strengths and weaknesses. They demonstrate their commitment to quality improvement by achieving a number of awards.

The nursery builds highly effective relationships with parents and children's families. They gain the views of parents in a variety of ways. For example, by verbal feedback, newsletters, questionnaires, attendance at 'play and stay' sessions and special events. Parents are involved in decision making in the nursery and contribute to improving the provision. For example, planning the outdoor area. They contribute ideas of how to support children's transition from nursery to school. The nursery takes the lead in developing partnerships with schools and other providers. They work with a wide range of other professionals to support children and enhance all aspects of their welfare and development.

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

Children learn to keep safe when using tools, such as, scissors, woodwork tools and sweeping brushes, as staff remind them to be careful and think about others. They remind them about 'kind hands'. Children confidently talk about the outings that they have been on to the park, library and dentist and demonstrate an exceptional understanding of keeping themselves safe when they go out on walks. For example, they hold hands on the pram to keep safe, so they do not fall or get lost. Children say the need to be careful of cars and trucks by the road. When they get to the park, children say 'shut the gates so that no one can run out.'

Babies health and bodily awareness is promoted as their key person meets their needs and they are provided with a nutritional varied diet. Children are developing their self-care skills in hand washing. They are becoming aware of changes in their bodies when they exercise. They describe getting out of breath and say, 'it makes your heart go faster and then you get tired legs.' Children have fruit everyday and say that fruit is good for you because 'it has vitamins in it that help us grow up.' 'And sometimes you get germs in your mouth and vitamins help them go away.' The nursery participated in a campaign about healthy eating and staff talked to children about how the body uses food. Healthy eating is promoted and as part of this topic, the children visited a local dentist and learnt about looking after their teeth.

Children have lots of opportunity for language in their play. For example, in the home corner, they are talking about dressing the babies. The environment provides rich, varied and imaginative opportunities to develop early writing skills. For example, mark making outdoors on the chalk board and shopping lists in the home corner. Staff are highly skilled at teaching children about sounds and linking letters. For example, listening and singing songs, tracing letter shapes in the sand and playing sound lotto. Children's early reading skills are significantly enhanced. Children are extremely confident and self-assured, as they enthusiastically re-tell the nativity story.

Babies and children's counting skills are developing when they listen and sing 'five little ducks' using props and 'five little men in a flying saucer'. Counting the number of chairs and the number of children for snack and working out if they need more, less or if there is enough, which develops calculating skills. Babies have opportunities to explore shape space and measure through treasure basket materials and water play with scoops. Older children develop an excellent understanding of these concepts through their play with sand and water. Children are developing their skills for the future by using information and communication technology. For example, babies have cause and effect toys and torches. Children use the computer to play games, torches, telephones, C.D player and recording pegs.

Staff undertake rigorous assessment and use the information gained, along with parents information and their professional knowledge, to identify children's next steps and interests. They incorporate this into plans, which enhance all aspects of the provision, ensuring all children are included. Consequently, children are highly motivated and are making excellent progress towards the early learning goals in all six areas of learning.

Babies have a wide range of sensory tactile materials that encourage them to explore and investigate, design and make. However, these do not always encourage babies natural instinct to explore with their mouths. Children design and make in the creative area and in the malleable area with play dough. The children have opportunities to problem solve because of expert adult interactions in their play. For example, when setting up for lunch a child notices there are not enough chairs. Staff encourage children to take turns by games, such as dominos. Children's interact positively and play well together. There are many opportunities

to play alongside and with other children, which promotes friendships. Children are extremely confident and self-assured.

Children's attitude to diversity is significantly enhanced by rich, varied and imaginative experiences. The nursery celebrates the diversity reflected within the setting and the children's home lives. Children bring in photographs of their families and staff talk about how we are all different. Staff teach children about understanding feelings. For example, circle time activities provide opportunities to talk about favourite foods and preferences, which helps children to respect differences and begin to understand that they are all individuals and unique.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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