

Haven Day Nursery and Creche

Inspection report for early years provision

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Inspector	Kerry Iden
Setting address	Haven Early Years Centre, Harris Road, Bridgemary, Gosport, Hampshire, PO13 0UY
Telephone number	01329 232095
Email	adminoffice@haven.hants.sch.uk
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

Haven Day Nursery and Creche opened in 1997 and is part of Haven Nursery School and Children's Centre. Based within the centre of Gosport, Hampshire, the nursery serves the local and surrounding areas as well as those living some distance from the nursery.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for up to 150 children. Hours are available to provide full day-care options from 7.45am to 6pm Monday to Friday, 51 weeks a year. A creche provision is operated within these times as required to support various adult groups and courses that are run in the children's centre.

There are currently 118 children registered for day care aged from three months up to four years. The setting is in receipt for free early education for two, three and four-year-olds. Within the Centre's SEN Resourced Provision there are 10 full-time equivalent places for children with additional needs. The nursery employs a total of 35 staff to work with the children in the nursery and creche. All staff hold an early years qualification. Qualifications of staff range from an NVQ at Level 2 in childcare through to qualified teacher status. One member of staff holds a National Professional Qualification in Integrated Centre Leadership (NPQICL) and one qualified teacher works in the nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is extremely well organised and expertly managed by leaders who inspire staff in their work and children in their learning. There is a highly positive atmosphere within the setting where reflection and evaluation is implemented by all staff, parents and children. Leaders communicate ambition and staff have the confidence in their leadership to bring about sustained improvement. Quality of teaching, resources and equipment is effectively assessed to support all areas of children's learning. The development of technological resources will continue to enhance the learning opportunities children receive. Extremely effective partnerships with parents and multiple outside agencies truly supports all groups of children to superbly meet their individual needs.

What steps need to be taken to improve provision further?

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

- continuing with the development of resources to promote children's skills in technology.

The effectiveness of leadership and management of the early years provision

Children are able to play and learn in a safe and secure environment where detailed risk assessments and ongoing visual checks are made at all times. The comprehensive awareness of safeguarding procedures amongst the staff is robust, and effective systems are used to monitor staff's knowledge as part of their ongoing development. With highly effective strategies in place, the Head of Centre takes overall responsibility in this area, and through the exemplary working with key agencies, safeguarding is of highest priority. Extensive recruitment and vetting procedures are in place as well as procedures for the successful induction of new staff and ongoing development for all. Comprehensive documentation supports the children's safety; for example, all accident records are analysed and evaluated to reduce any risks to individual children or the environment. The leadership team is extremely passionate about the setting and this is disseminated to every staff member, who is enthusiastic, motivated and dedicated to the children. There are extremely high standards which are embedded across all areas of practice and continually monitored and evaluated. Through leadership development plans, staff evaluations, parental discussions, questionnaires and children's input, everyone involved in the setting is actively encouraged to evaluate and drive improvement. Actions taken by the setting are implemented with precision, such as, for example, the introduction of the forest schools experience for children. As a result, the outcomes for the children are highly positive.

Through child inspired learning all staff make excellent use of the high quality resources to support and extend learning. Equipment and the way in which it's used has been highly considered to meet the individual needs of all children, especially those with special education needs, to enable them to make significant gains in their development. The deployment of staff is fantastic to support all children. The high ratio of quality staff ensures that children have opportunities for small group and individual time with staff members. The organisation of staff within dedicated areas allows them to expand on children's interests over the week. The knowledge key staff have of the needs of children and how they can support them individually is inspirational. Therefore they are highly successful in taking steps to close any identified gaps in children's achievements, ensuring all groups of children achieve at a high level. Staff are highly effective in ensuring that all children are well integrated; this is reflected in children's behaviour, as they too ensure inclusion of others in games and activities. Children have an excellent understanding of how everyone is unique and has different needs, and they show high levels of patience and support for their peers. The nursery has excellent relationships with all parents, who report on the many successes and developments of their children and how they too feel truly supported. All parents are able to build on children's learning through shared information, workshops held for parents, and the tailored guidance each parent receives about their child's

development, which enables children to continue to flourish.

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

Children are consistently making massive strides in all areas of their development. Throughout the exceptionally well-organised, highly stimulating environment, children and babies demonstrate how they are confident, inquisitive learners who also nurture and care for their peers. All staff have an exceptional awareness of the children within their family groups and tailor activities and experiences based on this knowledge. Through the rest of the day, child inspired learning is superbly promoted, enabling children to learn through their interests, developing their imagination and high levels of independence. Systems in place for observations and planning of future activities are robust, which ensures all children are making individual progress. Children's interests are used in planning and evaluation, ensuring there are no gaps in children's learning.

All children and babies show an extremely strong sense of belonging within the nursery and in particular within their family groups. Their independence is fully promoted as they safely use a range of tools, and know how to handle these in order to keep them safe. Children are supported in risk assessing for themselves through riskier play such as building structures with large blocks. The high quality interaction and exemplary organisation of routines enables the individual needs of babies and very young children to be superbly met. Babies are able to relax and enjoy milk feeds as they have the reassurance of being in the arms of their familiar adult. Snack and lunchtimes are a sociable occasion for children, where they continue to learn skills for the future. Younger children enjoy making the decisions about snacks for high tea as they choose what they want to bake. All children become involved in innovative opportunities to engage in a wide range of physical activities. The development of the forest school area has inspired children and proved to be very successful in giving some children the confidence to try new things and acquire transferable skills. Children are excited to work as a team, as they problem solve the different issues they come across in the forest, such as making a shelter or how to transport items. Others simply relish being in the natural environment where they can discover the different textures and what they could make with mud balls. Children's awareness of looking after each other and their environment is exceptional. They support their peers who need some assistance and remind staff that they mustn't leave any rubbish in the forest because this could hurt animals.

Through the quality of teaching and excellent resources, children are developing the skills they will need to secure future learning. Children have excellent skills in communication, mark making and numeracy. Most children are confident speakers and highly articulate. Through group games such as 'silly soup' they confidently identify rhyming words while others identify different hidden sounds to support listening skills. The environment is rich with print and children understand that this has meaning; younger children confidently attach their sticky names to pictures while more able children label their own work. Babies and younger children are

motivated to make marks using a wide variety of materials to develop their skills for example, as they spontaneously make patterns and shapes within the flour. Children's interest and curiosity inspires them to investigate using the many natural and unusual objects within discovery areas and around the nursery. They are developing their skills in using resources that promote their understanding of technology, which are being developed further. Children show extremely high levels of confidence and self esteem, and throughout the day the behaviour of all children is exceptional. They support each other in their play and listen to each other, especially through group times. All children are listened to and valued to ensure an inclusive setting for all children, enabling them all to make a highly positive contribution.

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

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