

Haverigg Nursery & The Clubbers

Inspection report for early years provision

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Inspector Sandra Williams

Setting address Lighthouse Centre, Atkinson Street, HAVERIGG, Cumbria,
LA18 4HA
Telephone number 01229 719912
Email haveriggnursery@tiscali.co.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

Haverigg Nursery and The Clubbers has been registered since September 2011. It is registered on the Early Years Register and both parts of the Childcare Register. It operates from a new, purpose-built building which is situated in the centre of Haverigg village in Cumbria. Several rooms are used including, a large open plan room, a baby area, a sleep room, a rest room and an out of school club / family room. The children also have access to an enclosed outdoor play area. The setting is open from Mondays to Fridays from 7am until 6pm, for 50 weeks of the year.

A maximum of 38 children under eight years may attend the facility at any one time, of which no more than 38 may be in the early years age range. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. There are nine members of staff who work with the children. Of these, six hold relevant childcare qualifications at level 3. Three staff are qualified at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known to the staff, who support them in making good progress in their learning and development. The children choose from a good range of resources that are, in the main, well displayed and accessible. Excellent partnerships with parents and other professionals contribute to children's needs being extremely well met. Children are generally safeguarded well due to the good health and safety procedures implemented by the staff. Managers evaluate and reflect upon their practice and have identified their strengths and the areas for further development.

What steps need to be taken to improve provision further?

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

- promote the good health of children by reviewing the resources available for hand washing and preventing the risk of cross-infection
- continue to develop the play opportunities in the outdoor play area by ensuring that the resources are easily accessible to the children.

The effectiveness of leadership and management of the early years provision

The staff have undertaken safeguarding training and have a good understanding of child protection issues and procedures. Written policies and procedures are followed to ensure any concerns about a children are dealt with promptly. Suitability checks of staff are undertaken as part of the safe recruitment policy, including, Criminal Records Bureau disclosures. Children are kept safe due to the

good security system and the close supervision by staff. Risk assessments are undertaken to minimise hazards in the setting and on outings. All of the staff are trained in first aid and have well stocked first aid boxes available should they be required in an accident or emergency.

The staff promote equality and diversity well in this inclusive and welcoming setting. Children with additional needs are extremely well supported. Staff work very closely with other professionals, when the need arises, to ensure they meet each child's particular needs. Regular liaison takes place with professionals, such as, health visitors and physiotherapists. The staff have also developed strong working relationships with staff at the local schools. Reception teachers visit the children at the setting and the children visit the local schools to help with the smooth transition to school.

Excellent partnerships with parents exist, which ensures a consistent approach to the children's care and learning. Initial documents are completed by parents which provide the staff with useful information about the children's routines, likes and dislikes. Staff keep parents well informed about their children's progress once they start at the setting. Staff enthusiastically encourage the parents to be involved in their children's learning by setting tasks and games for the parents to undertake with the children at home. This system is highly effective in supporting the children's learning and development. An abundance of useful information is attractively displayed in the reception area for parents to read. Parents comment, verbally and in questionnaires, about their total satisfaction with the care provided by the friendly and skilled staff. The deployment of staff and resources is good. Children are well supported by caring staff who enable them to choose from a wide selection of play equipment and activities. Resources inside are easily accessible for the children to make independent choices, however, they are less well organised and accessible outside.

The staff members work very well as a team to create a happy atmosphere. They demonstrate how they strive to maintain their professional development and continuous improvement. They undertake a number of relevant training courses to enhance their practice and are undertaking peer observations in order to share best practice. The staff evaluate their practice and make sure the view of both children and parents are obtained and acted upon. The setting's strengths are well documented and advice for further development is readily accepted in order to maintain continuous improvement.

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

Children are happy and settled in this friendly and stimulating setting. Their confidence and independence is encouraged by the staff who support the children in their chosen activities. The children learn about keeping themselves safe. For example, they learn not to run inside but to walk safely. Visits by people in the

community, such as, police officers and road crossing wardens, provide opportunities for the children to learn how to stay safe and how to cross roads safely. The children are also currently learning their home addresses so that they can safely get home if they become lost. The children are learning to adopt healthy lifestyles as they enjoy nutritious snacks, such as, fruit, pitta bread and lettuce leaves that they have grown. They enjoy making soup and help staff to grow tomatoes, carrots and potatoes in tubs outside. The children follow generally good hygiene practices as they wash their hands after using the toilet and before eating their food. However, some of the children do not like using the hand dryer due to the noise and, although staff provide a hand towel, this does not effectively remove the risk of cross-infection. Children enjoy fresh air and exercise as they go for trips to the beach and park. They develop their balance and coordination as they play on the outdoor resources. The children are well-behaved and demonstrate good manners. They enjoy praise and encouragement as they play cooperatively and take turns. For example, they work together to fill the plant pots with compost so that they can plant the tomatoes. They make a positive contribution to their community by taking part in fund raising events and by visiting a home for the elderly.

The children are making very good progress in their learning and development towards the early learning goals. They are supported by staff who have a strong understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is based on children's individual needs and interests. Records are kept of the children's progress in the form of written observations, photos and examples of their work. The system for tracking the children's progress and planning their next steps in their learning is well established.

The children's communication and literacy skills are developing very well as they enjoy small group activities. For example, at registration times the children take turns to check who is present. They call out each child's name and, if they are present, they put a tick on the register next to the appropriate name. The children also recognise their own names as they self-register on arrival and at snack times. Some children can also write their names on their art work. Children make marks on the ground using chalk to draw roads to ride around, and they use toy tractors to make marks with paint on paper. Children are becoming familiar with letters and numerals. For example, they are asked to identify numbers and then identify items that begin with the same letters and sort the items into groups. Children are developing good skills in the use of everyday technology as they use computers and remote control toys. They enjoy learning about the wider world by looking at maps of the world on the wall and postcards from different countries. On St George's Day they play with England flags and they learn about the union jack and how that represents Great Britain. Children's creativity is expressed in many different forms. They work in small groups to create crowns for the Queen's Jubilee. The children's art work is proudly displayed around the setting, which helps them to feel a sense of belonging. Children engage in imaginative play as they use the role play corner to have pretend tea parties. Overall, children enjoy their time spent at this stimulating and friendly setting.

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	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	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