

The Family Haven

Inspection report for early years provision

Unique reference number	101760
Inspection date	17/05/2012
Inspector	Catherine Clarke
Setting address	31 Spa Road, Gloucester, GL1 1UY
Telephone number	01452 422971
Email	info@the-family-haven.freeseve.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

The Family Haven opened in 1988 and operates from a semi-detached house in the centre of Gloucester. It is a charity and offers a range of integrated services to support families and children from all areas of the city, some of whom are in temporary accommodation. The day nursery was registered in 1998 and is open each weekday for 52 weeks of the year except for bank holidays, from 10am to 3.30pm. The Family Haven also provides occasional crche facilities.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children under eight may attend the nursery at any one time, of these not more than 12 may be under 2 years at any one time. There are currently 38 children on roll in the early years range.

The nursery operates from two base rooms and a soft-play room on the ground floor and has an enclosed outdoor area. Additional facilities include a dining room and kitchen. The centre welcomes children with special educational needs and/or disabilities and those who are learning English as an additional language.

The centre employs a team of four full-time staff to work directly with the children. All staff have relevant childcare qualifications and have completed first aid and child protection training.

The centre was awarded the Bristol Standard Quality Assurance Award in March 2012.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the early years make satisfactory progress in all areas of learning and development. The manager has overseen a number of improvements to ensure the setting is meeting the welfare requirements and is developing the team's capacity to sustain this. The nursery has put in place effective systems to assess children's needs and need to develop these further so that planning is clearly based on children's individual needs, indoors and outdoors. This includes the need to plan more opportunities for children to learn the skills they need to keep them safe and to do things for themselves.

What steps need to be taken to improve provision further?

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

- enhance systems for planning to provide experiences appropriate to each child's stage of development as they progress to the early learning goals

- ensure that there is a balance of adult-led and freely chosen or child-initiated activities, delivered through both indoor and outdoor play
- enhance children's understanding of their own and other cultures, and backgrounds, and promote positive images of diversity
- plan opportunities for children to learn about assessing risks and for reasonable risk-taking

The effectiveness of leadership and management of the early years provision

Children are generally well safeguarded and protected as the setting has implemented clear policies and procedures. Staff attend appropriate safeguarding and first aid training which keep their knowledge and skills up to date. Accident and incident forms and other records are generally suitably maintained and are monitored by the manager, who is also the designated safeguarding person. However, the outcome of the investigation by Ofsted should be included in the complaints log. Appropriate risk assessment is in place for individual outings as well as indoor and outdoor areas of the nursery to minimise risks. Staff maintain appropriate staff ratios to supervise children and staff act on potential hazards such as spilt water. Whilst children have planned time outdoors, staff should consider how to deploy themselves to enable children free flow between indoors and outdoors.

The manager has a clear vision for developing provision. Since her appointment she has worked closely with staff to implement significant change and to develop systems that will work for the setting. The use of evaluation frameworks such as the Bristol Standard and training needs analysis suitably informs priorities and action planning. For example, special educational needs coordinator and behaviour management coordinator courses for staff. The nursery is starting to identify ways to get feedback on provision from parents and children more fully.

Partnerships with parents are positive. Parents find staff welcoming and they are always on hand to talk to them and offer advice. The nursery explains policies and procedures to new parents and they find out about children's starting points. Day to day conversations and review meetings give parents and staff opportunities to talk about children's progress and what they are enjoying in the setting and at home. Staff also find out what parents' would like their children to learn and these are used to inform planning. Some opportunities for helping parents and carers understand how to support their children's learning. This includes some information for parents on noticeboards in the nursery entrance, including dates for 'Stay and Play' sessions at the library. Copies of policies are available on request but there is insufficient information about policies.

The nursery liaises with the local authorities early years advisory team to develop provision. It is in contact with other providers and specialists such as speech and language therapist as relevant to support children with special education needs and / or difficulties. Where appropriate staff also refer parents to the health visitor based in the premises. In addition to the four full-time staff, the nursery has a valued team of parents and other adults who volunteer regularly. Induction means that these volunteers understand requirements for keeping children safe and other

organisational aspects. However, they do not always understand how activities help children's learn or ways they can support this.

Staff have appropriate knowledge of each child's backgrounds and needs and activities are planned around celebrations and festivals such as Chinese New Year and Diwali. However the cultures of the children, their families and wider society are not sufficiently reflected.

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

Children are happy and settled at the nursery. They develop a sense of belonging due to the caring and interested manner of staff and form positive relationships with adults that make them feel valued and secure. Children behave well at the nursery as staff provide positive role models and remind children sensitively and promptly about good manners and appropriate behaviour. Children enjoy helping tidy up toys after they have used them. They learn about taking turns as food is passed round at snack time and whilst queuing to go on the soft play. Outside children enjoy driving toy cars, and learn about how to make friends as they play on the climbing frame and play in the sandpit. Staff notice when children want their help and prompt children to be careful. However, children need more opportunities for children to learn how to assess risk. Children learn about healthy lifestyles as they enjoy healthy meals and snacks. Staff plan routines so that children can play outdoors and in the soft play area. These provide opportunities for climbing, sliding, playing on rocking horse, and driving toy cars. Staff prompt children to follow appropriate hygiene routine such as washing their hands.

Staff plan a range of activities that they know children will enjoy and so children quickly settle into the nursery sessions. For example, the baby room is light and airy with a large clear floor space with play mats where adults hold the toys so babies can explore them and help them to stack and sort, play with simple percussion instruments, and watch glittery beads twirling in shakers. Children learn about growing and caring for plants as they water seeds in pots and containers, and start to learn the value of literacy as they look at pictures and instructions on seed packets. Older children pretend to take photos as they try to master how to carry several cameras at once. In the main room adults talk with children and extend their language as they play with the dolls' house and add water to the dry sand. Resources are organised at children's level so that children can access them independently across all areas of learning and development. Consequently, children start to make choices about what they want to do. Some resources are underused as they are not very accessible or invitingly presented. For example, the books lie flat on shelves which are partially blocked by a table and chairs.

Children's progress is sound. Staff know what children can do because they use appropriate systems to assess and monitor children's progress in all six areas of learning and development. Management monitors the progress of children and weekly meetings allow staff to discuss concerns. Activities and opportunities are planned for all areas of learning and development. Whilst these are generally

appropriate for the age group, each child's interests and needs need to be considered more fully to plan more challenging learning experiences.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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