

Haven Day Nursery

529 Anlaby Road, HULL, HU3 6EP

Inspection date

11/02/2013

Previous inspection date

27/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children benefit from a wide range of play materials to support their interests, learning and development. The thoughtfully planned play areas create enabling environments for all ages of children to promote independence and to engage children in purposeful play.
- Well-qualified and knowledgeable practitioners have a very good awareness of how young children learn. They make the most of opportunities to extend children's learning through play, discussion and group activities.
- The management team show a strong commitment to improve the nursery provision through setting ambitious targets and improvement plans. The vision and dedication of this team and the practitioners, provides a stimulating learning environment for children.

It is not yet outstanding because

- There is scope to further develop the outdoor learning environment because there are fewer opportunities for children to notice illustrations and print out there, to ignite their interests in early reading within their playing and exploring.
- Children with English as an additional language are not consistently supported within the toddler room and outdoors as opportunities to use and display different home languages and symbols within these environments, are not embraced.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all three rooms and the outdoor area. She also observed snack times and lunch times.
- The inspector looked at children's files, containing observations and assessment records. She also looked at evidence of the suitability of staff, and a selection of policies and risk assessments.
- The inspector completed peer-on-peer joint observations with the manager and had discussions with the key persons.
- The inspector held meetings with the manager and deputy.
- The inspector also took into account the views of parents spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

Haven Day Nursery is privately owned and registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Kingston-upon-Hull and there is a fully enclosed area for outdoor play. The

nursery serves the local area and is accessible to all children.

The nursery employs 11 members of childcare staff, including the two managers. Of these, the manager has an early years qualification at level 6 and two staff are working towards a qualification at level 6. The remaining staff hold appropriate childcare qualifications at level 3 and one member of staff is working towards a qualification at level 3. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. Children attend for a variety of sessions.

There are currently 63 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the educational programme for literacy further in the toddler room and outdoor play space by using and displaying different home languages and symbols within these environments, to fully support children with English as an additional language
- provide and encourage children to notice illustrations and print in the outdoor environment, to ignite their interest in early reading skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery's well-qualified practitioners provide a well-organised environment and experiences to support children to acquire skills, and to develop and learn effectively through the seven areas of learning. Purposefully planned, adult-led, stimulating activities, developed from children's interests enable children to learn successfully through exploring within their play and activities. Practitioners' interaction and guidance extends children's thinking and learning, they skilfully listen and praise children. This encourages children to listen and concentrate, and enjoy being involved in their learning. Practitioners provide good levels of challenging experiences appropriate for children's age and stage of development. This means children are supported well to acquire and develop more skills and progress efficiently, and to be ready for the next stages in their learning.

Children's communication is actively encouraged through practitioners motivating children's interests through discussions and appropriate questioning. Stories are embraced eagerly. Children enthusiastically make sounds, engage in familiar actions and join in with repeated refrains, displaying their recognition of well-known stories. Older children enjoy circle time, where they are encouraged to listen and concentrate on flash cards effectively. They match colours on cards to items within the room of the same colour. This clarifies their recognition of colours. They discuss activities on offer and recount past activities, displaying good memory skills and linking experiences and their learning. Babies explore plates of different colour paints, using brushes and their hands, investigating using all their senses purposefully. They are encouraged to repeat sounds and words well, such as, 'squidgy' and 'splat', 'bubbles' and 'finished'. These activities support young children's early language development successfully and inspire their creativity. Older children benefit from dual language books and displays, which support those who speak English as an additional language and enables those in this room to gain an understanding of diversity. However, the outdoor area and the toddler room does not yet sufficiently embrace dual languages within their environments to offer the same support for younger children.

The toddler children thoroughly enjoy the outdoor area where they dig and count, and look at drawn shapes on the chalkboard. They look at long and short blocks, and practitioners discuss 'more' and 'higher', supporting children's use and understanding of mathematical language appropriately. The outdoor space provides various areas for children to explore freely, such as a large sandpit, a digging area, a quiet area and a riding bay. However, this outdoor area has yet to fully support children's literacy skills through encouraging them to notice illustrations and print in the outdoor environment, to ignite their interests in early reading skills during their playing and exploring outside. The outdoor area provides an ideal environment for children to be physically active in all weathers.

Practitioners put a strong emphasis on working in partnership with parents. Parents are encouraged to have visits to the nursery with their children, to help children settle in their room with their key person. Parents complete a 'getting to know your child' sheet, sharing what they know about their child. This enables the practitioners to gain knowledge of children's likes and dislikes, and care needs. An 'all about me' and 'I can do' sheet assists practitioners to identify children's starting points at the nursery. Parents also add comments about their child's abilities and achievements to further support staff. Parents can view their child's development and learning file at any time and parent evenings are regular events. Parents of the older children are encouraged to attend an entry evening, where they discuss the development and learning files in greater detail. Therefore, parents are encouraged to be involved with their children's learning and progress.

The contribution of the early years provision to the well-being of children

The well-established key person system in each room helps children and parents form secure relationships. This supports children forming stable emotional attachments and appropriate bonds with practitioners in the nursery. Consequently, children develop confidence and independence, and are eager to explore their rooms. Each room is set up

to support and assist children's current interests, creating a welcoming environment where children engage in their play freely. Children's behaviour is good within all the three rooms, because key persons know their key children well. Practitioners give clear messages to children about acceptable behaviour and manners. Children play co-operatively with others and talk confidently with visitors. Older children are encouraged to be independent by accessing their own snack pots and lunch. They confidently give out cutlery and pour drinks for their friends, and they spoon their dinner onto their plate efficiently, supported and encouraged by nearby practitioners. This provides children with the opportunity to understand the importance of a healthy diet and good eating habits.

The older children explore their feelings within circle time, where valuable discussions about what makes them angry, happy and sad, are investigated. This permits children to think about problems and discuss consequences, and theirs and other people's actions. Consequently, this helps them to think things through and enables them to link ideas and make connections in their experiences. Toddler children access the outdoor area during the morning and afternoon, supported by the vigilant practitioners, to safely negotiate the stairs, doors and gates. This ensures that children are safe and they show great delight in using the outdoor area. These procedures encourage and support children's control and co-ordination in their physical skills, and promote an understanding of theirs and others' safety.

The nursery is fully committed to aiding children's transitions from home into the nursery, and from room to room. Key persons support transitions by attending visits with parents or to the new room with the children, and with detailed paperwork. Consequently, practitioners can monitor children's progress through the transitional period and provide the appropriate support to prepare them for their next stage in their learning and development. 'Home to nursery' and 'nursery to school' booklets provide photographs and statements of routines and procedures, to help children become familiar with a new experience. The nursery invites local schools to visit and requests visits to the schools, to support children's readiness for their eventual transition.

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

The nursery's practitioners have a secure understanding of the seven areas of learning. Their teaching is rooted in a good knowledge of how children learn and develop. They provide rich, varied and challenging experiences for children, giving them the opportunity to be motivated and interested in active learning. Children's learning and development is assessed through observations, linked to children's well-being and involvement levels, and communication levels. Planning is efficient and takes account of children's interests and their next steps of learning and development. Monitoring the observations relating to what children can do enables key persons to identify gaps in children's learning or development and supports their progress effectively. Consequently, children's abilities and achievements are recognised and supported throughout the Early Years Foundation Stage.

The overview of the educational programmes are effectively monitored by the management team, to ensure all three rooms provide a broad range of learning

experiences across the seven areas of learning. The management team monitor the planning and assessment within the nursery, to make sure it is consistent from room to room. This also verifies that children's progress and abilities are accurately understood by their key persons and children's learning needs are provided for by re-shaping activities or the environment. The progress check at age two is in place and monitored to ensure that parents of toddlers receive this summary of their child's development between the age of two to three years.

The safeguarding and welfare requirements are met and monitored effectively. All practitioners complete safeguarding training and are aware of local safeguarding procedures. Risk assessments are implemented effectively, which ensures that risks to children are minimised. Recruitment procedures are robust, which ensures that staff working with children, are suitable to do so.

Practitioners are fully committed to improving their practice through completing higher qualifications in childcare. They update their training to meet children's needs, such as completing first aid and food hygiene courses. They all have individual training and professional development plans, identifying ways to improve knowledge and practice. The management team hold regular meetings to identify strengths and weaknesses. There is rigorous self-evaluation in place that clarifies the nursery's priorities and is used to set challenging targets for improvement.

Partnerships with parents are strong. Newsletters and e-mail facilities promote a two-way flow of information. Noticeboards, leaflets and wall displays present a wide variety of information and regularly updated policies and procedures are clearly displayed on the policy noticeboard. Parents speak highly of the service the key persons and nursery provides. The management team attend meetings with other professionals in order to support individual families and children and secure appropriate interventions and support as needed. They attend local focus and cluster meetings with other local providers, to share good practices and knowledge for the benefit of children and the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
---------	-------------	--

		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY373259
Local authority	Kingston upon Hull
Inspection number	878668
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	63

Name of provider	Mohammed Shabere
Date of previous inspection	27/11/2008
Telephone number	01482 576 003

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

