

# Haslemere House Day Nursery

Haslemere House Day Nursery, 68 Haslemere Avenue, MITCHAM, Surrey, CR4 3BA

## Inspection date

11/03/2013

Previous inspection date

30/06/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff implement a strong key person system, which enables them to plan for children's individual needs, so children feel unique, settled and well supported in their learning.
- The staff provide a cosy, caring environment, which helps children to feel at ease and make at least good progress in their learning.
- Staff provide stimulating learning environments both indoors and outside, which helps all children make good progress in each area of learning.

### It is not yet outstanding because

- Staff do not introduce dual language books or songs and words in different languages to further support children who are learning English as an additional language, and to work with parents to celebrate the languages their children speak.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 undertook a joint observation of an adult-led activity with the provider/manager
- The inspector observed children's activities indoors and outside, and the staff's interaction with the children
- The inspector held discussions with the provider, manager, staff and children
- The inspector sampled relevant documents, including children's records and some policies
- The inspector gathered the views of parents and carers during the inspection.

## **Inspector**

Lisa-Marie Jones

## Full Report

### Information about the setting

Haslemere House Day Nursery School registered in 2008. It is run by Atheray Organisation Limited. It operates from a self-contained building in Mitcham, which is within the London Borough of Merton. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery gets funding for the provision of free early education to some children aged two years and all children aged three and four years.

There are currently 35 children on roll aged between one and five years. The nursery makes provision for children with special educational needs and/or disabilities and for those who learn English as an additional language, as well as for disadvantaged children. The nursery employs 11 staff on a full- and part-time basis. Most of the staff hold recognised early years qualifications. One member of staff holds Early Years Professional Status. The nursery also supports students on long-term placements.

### What the setting needs to do to improve further

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

- strengthen opportunities for children to communicate in their home languages; for example, by making available a range of dual language books, working with parents to celebrate the languages children speak, and sharing information about words and songs in their children's home languages.

## Inspection judgements

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

Staff observe and understand the children's needs very well, due to their effective key person system. This helps staff consider all the children's interests when planning activities. Consequently staff clearly identify children's individual learning priorities and starting points and monitor their progress. All staff have worked to improve the quality of their systems for assessment, planning and tracking children's progress. This effective system means that staff clearly know what children's next stages of learning are and can plan for their differing developmental needs.

Staff provide a caring environment, which helps ensure that children are happy and feel settled. When the children arrive at the nursery they greet staff and are soon busy exploring what is on offer to them. Babies are happy and content and enjoy the attention

that staff give them. They have bonded well with their key people and are very familiar with other members of staff who work in the nursery. They are aware of routines in the room and are independent in feeding themselves, confidently communicating their likes and dislikes. This helps develop their confidence and self-esteem. Toddlers are busy and engrossed as they chat and laugh during play.

Staff are actively involved in children's activities. They are very enthusiastic and encourage children to take part, to extend their learning experiences and to challenge their thinking. Pre-school children make constant choices about what they want to play with. This develops their independent learning skills and allows them to follow their own interests. They are imaginative in their play and use different resources to help extend make-believe games. They enjoy looking at natural resources such as treasure baskets and discuss different textures, smells and what they can hear. Children explore and develop their knowledge of mathematics by using everyday objects. They confidently recognise the differences with shapes and are able to match and count in groups. Children learning English as an additional language do not always have opportunities to learn in their home languages; for example through the aid of dual language books, signs and symbols or by parents sharing songs and words in other languages. This is to help the children's developing communication and language skills and to show that staff value their unique family backgrounds. The nursery encourages children to use their home languages during play, and children confidently chat away to each other in their different languages.

Staff recognise the importance of having an outside area to further support children's development. They have made it an extension of the indoor environment and effectively use it to promote all areas of learning. This gives children opportunities to practise skills on a larger scale. For example, they organise themselves into small working groups and happily collect natural wooden blocks from the outside to construct large structures indoors. Therefore, children are developing a sense of working together as a team.

Overall staff skilfully nurture children in their learning through play. They plan and anticipate where all children are going to need additional help, including those who are disadvantaged or who have special educational needs and/or disabilities. This support encourages the children to try for themselves, make mistakes and learn by exploring and experimenting. All children make good progress because of the staff's good quality teaching. They gain valuable skills for their eventual move to other rooms within the nursery or on to school.

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

Children benefit from having a key person who oversees their learning and development and knows them very well. All of the children behave well and staff skilfully support children as they learn to learn to share and take turns. The staff share information with parents in a variety of ways, and on a regular basis. This enables parents to know what their children do in the nursery and how they are progressing. This also means they can support their child at home to help them make further progress. It also promotes consistency in children's care and learning between home and nursery.

Children are very comfortable and show through their behaviour that they feel safe in their surroundings. They ask for toys and equipment if they cannot reach them and know where they can find different resources, showing great independence as learners. Staff positively promote healthy lifestyles. They gently talk to children during mealtimes about the benefits of eating healthy food and the effects it has on the body.

Staff have completed training so that they can provide information to parents regarding progress checks for children who are aged between two and three years. Disadvantaged children and those with special educational needs and/ or disabilities receive good support and therefore make good progress relative to their starting points. Staff have undertaken specific training to enable them to deliver a specialised teaching method to children with social and communication disorders. Staff work very closely alongside parents and relevant professionals to make sure that all children will be able to successfully make the move to other early years settings for their future learning.

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

The provider has a very good understanding of their legal responsibilities in promoting the learning and development and welfare requirements of the Early Years Foundation Stage. There are strong systems in place to help safeguard children, protect their welfare and appoint suitable staff. All staff have attended safeguarding training and are aware of their responsibilities and roles within this area. Staff show good regard for promoting children's safety because they conduct robust risk assessments. They make sure they are deployed well and teach children to be aware of how to keep themselves safe.

The provider and manager work well together to bring about positive changes to the nursery and the outcomes for children. They implement ongoing and effective appraisal systems for both staff and students as part of their drive for improvement. Professional training and coaching is a priority and results in enthusiastic staff who are able to deliver good quality care and education to all children. Staff carry out self-evaluation regarding the quality of their service to pin point priorities for further development. The nursery has made good improvements since the last inspection. They now have fully qualified staff in all rooms of the nursery and make certain that they meet the required ratios at all times. Children now benefit from having access to information and communication technology equipment to help them to develop their skills in technology. All of these improvements enhance the provision for children and effectively support their care, learning and development.

When parents collect their children, staff are readily available to discuss the day's events. In addition the nursery sends out newsletters, puts information on display about the activities children participate in and about general information regarding the nursery. Parents also have a homework pack regarding their children's learning, which includes details of observations to make at home. Parents report that their children are very happy, are excited about coming to nursery and don't want to leave. They feel their children's

progress has improved since attending and that the staff routinely keep them informed of their child's needs. All children are well prepared for future learning.

### **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 action. 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

<b>Unique reference number</b>	EY370548
<b>Local authority</b>	Merton
<b>Inspection number</b>	838095
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Atheray Organisation Limited
<b>Date of previous inspection</b>	30/06/2009
<b>Telephone number</b>	020 8640 0822

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## 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, which are usually the childminder's 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.

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