

Havelock Day Nursery

Diana Princess of Wales Hospital, Scartho Road, GRIMSBY, North East Lincolnshire, DN33 2BA

Inspection date	15/05/2013
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff understand the importance of appropriate early interventions. They know how to form effective links with external agencies and other providers in order to ensure children receive the support they need.
- Partnerships with parents are strong. As a result, all children and their families are included in the setting and their skills and achievements are recognised and valued.
- Children develop good levels of independence and self-confidence because staff encourage them to make their own choices, such as what they want to play with and when they have their snack and lunch.

It is not yet good because

- Opportunities for staff supervision are not yet embedded in management practices, and therefore, procedures to monitor the effectiveness of the quality of teaching are not fully implemented. This results in inconsistencies in the quality of teaching and learning.
- Children's progress in literacy is not always as effective as possible because they are not provided with resources to support writing with a real purpose.
- The quality of teaching is not always sufficiently focussed to fully challenge and guide the development of children's capabilities. Consequently, some activities lack challenge and extension to help children make good, rather than satisfactory, progress.

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 completed a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents, taken from recent questionnaires.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Havelock Day Nursery was registered in 1997. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Diana Princess of Wales Hospital in Grimsby, and is managed by the company 'for Under Fives'. The nursery serves the local area and is accessible to all children. It operates from a purpose built building and there is a fully enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications to at least level 2. The nursery opens Monday to Friday all year round from 6.30am until 6.30pm. Children attend for a variety of sessions. There are currently 84 children attending. 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff guide the development of children's capabilities, for example, by ensuring that all staff listen perceptively to children and skilfully question them during activities in order to re-shape tasks so that learning opportunities are extended and children make good progress
- implement appropriate arrangements for the supervision of all staff that promotes the interests of children, for example, to ensure staff, particularly for those working with children over the age of two years, provide effective teaching for children so that they make best progress.

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

- develop further the programme for literacy and for children to practise their writing skills, for instance, through role play and other activities.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements and how to interact with children. They recognise that children learn through

play and provide a warm and welcoming environment where children feel confident and secure. The key person system supports effective links with parents and carers. 'All about me' information is gathered at the start of the placement. Staff then use this information to aid the settling-in and the initial assessment process. Staff observe and assess children while they play and track the children's achievements suitably. Systems are in place to monitor and track children's progress against the seven areas of learning, and staff understand the requirement to complete the 'progress check at age two', when the need arises.

Children select books and demonstrate a suitable understanding of how to handle them carefully. Older children confidently make marks and verbally give meaning to their marks, when questioned by the inspector. However, opportunities to practise writing are less available in all areas throughout the nursery, such as the role-play area and the construction zone. As a result, opportunities to further promote children's early literacy development in these areas, are not maximised. Children aged over two years are well occupied and have opportunities to explore resources with their senses. They touch and handle shaving foam to discover how things smell and have different textures. For example, they giggle and laugh as they give staff a 'high five' and splatter the foam. Staff hide objects in the shaving foam for children to search for. Children throughout the nursery have free-flow access to the garden, so they can choose for themselves whether and when they wish to play outside. Children really enjoy being outdoors, even in the pouring rain. They extend their physical skills efficiently in this area as they run, jump, balance and climb. They excitedly chase bubbles as they blow in the wind, so learning about the effects of the wind. They share the sit-and-ride toys, so learning how to play cooperatively. Staff support physical development as they initiate a game of chase, where the children have to listen carefully and change direction on command.

Babies develop their small and large physical skills indoors as they access a dedicated play space and have toys accessible to them, such as push-along and stacking toys. They handle books adequately and have opportunities to develop early movement skills as they investigate sand. Babies sit and feel the sand, they show delight as they fill their bucket and make a sand castle. Staff extend babies learning generally well by demonstrating drawing and patterns for the children to see. Opportunities like these, also enable babies to express their feelings and explore different materials. Children in the over two's room have some opportunities to be creative, as they enjoy ring games, use musical instruments and role play. However, in this room, staff are not always sufficiently focused on what children could learn and the best way of extending this. For example, staff miss opportunities to develop children's individual and independent interests into something meaningful that they can learn from. As a result, children make satisfactory, rather than good, progress overall.

Children use their creative and critical thinking skills to produce a life sized dinosaur for their room. They use a selection of media and materials to build up the creation which now takes pride of place in the room. Children use the dinosaur as a base to play. Their imagination is fired as they hide behind the dinosaur and explain, 'I'm pretending this is a rock'.

Children with English as an additional language are appropriately supported and staff are

aware of the languages that children speak at home and fully support this within the setting. Children with special educational needs and/or disabilities are well catered for. Staff work closely with parents and other professionals, to monitor and review the progress that all children make. Staff communicate with parents on a daily basis. For example, parents of babies receive a daily diary account of their child's day. Parents of children aged over two chat to the key person daily and also receive a written daily summary. Parents have opportunities to view their child's learning journals whenever they wish. Each month the key person prepares a summary of children's learning for parents. This shows parents what their children's next steps in learning are and how these can be further supported at home. This shared approach to children's learning, helps equip children with a sufficient range of skills to support their readiness for future learning, such as school.

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

All children and their families are warmly welcomed into this friendly nursery. Parents' views about their child's care needs are sought at the start of the placement in order to ensure continuous and consistent care. For example, information is exchanged to ensure that any medical needs are known and accurately catered for. This effectively aids settling-in arrangements and transitions from the children's home into the staff's care. As a result, children settle quickly and form attachments with their key person and the staff which appropriately supports their emotional well-being. For instance, babies who are slightly unsettled in their first session at the nursery are warmly cared for by their key person and all the baby room staff. Children are given clear guidance, rules and boundaries and are learning to understand when behaviour is unacceptable. They are actively encouraged to appreciate other children's feelings, for example, to share and take turns. Staff praise the children when they do well, and this has a positive effect on their confidence and self-respect.

Children are supported in developing their understanding of safety issues. For example, they learn what to do in an emergency as they take part in regular fire drills. Children enjoy healthy options at snack time that meet their individual dietary needs. For example, they have toast and apricots or orange for snack. Children develop independence as they feed themselves, pour their own drinks and help themselves to lunch. Children enjoy being physically active in the fresh air, they go outdoors in all weathers. They run, climb, slide and manoeuvre wheeled toys in the outdoor play area. This promotes children's fitness and aids their continual well-being. Babies are taken on regular visits to the over two's room before they move, so they are well supported for the transition. The nursery supports the transition of older children as they prepare to move into school. For example, the children's future teachers are invited to the nursery and staff complete transition documents which provides information about the children's learning and development achievements during their time with them.

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

The manager and staff have a sound understanding of the Statutory framework for the Early Years Foundation Stage. The safeguarding and welfare requirements are understood and established policies and procedures underpin practice within the nursery. Staff are alert to possible signs of abuse and neglect and the procedures to follow should they have any concerns about a child in their care. In addition, the designated person has attended a child protection training course. Clear and concise risk assessments are used to identify potential risks to children both within the setting and when on outings. These are regularly monitored and reviewed, along with daily checks to further support children's safety. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. The nursery manager adequately understands her responsibility in meeting the learning and development requirements.

There are appropriate procedures in place to recruit staff, and new nursery practitioners follow an effective induction method. This ensures they fully understand how to implement policies and procedures to promote children's health and safety. Regular staff meetings ensure that all those working with children are kept informed of changes, for example, to legislation and safeguarding issues. Yearly appraisals enable the management team to identify learning and training needs for each individual staff member. As a result, the staff team are growing in confidence and developing skills in order for them to support children's wide ranging needs. However, arrangements to monitor staffs' individual performances and coach the less capable staff through effective supervision, are not well-established, which means they do not all have the skills to support individual children's needs. Consequently, children are not always provided with appropriate levels of support or challenge in order to extend their learning.

A suitable self-evaluation of the nursery is in place, in order to identify priorities for development and improve the quality of care for children. Management are aware of the nursery's strengths and areas in need of further development. For example, they have identified the need to develop the tracking and monitoring of children's progress. Partnerships with parents are very good and they speak positively of the flexibility of the nursery and the care that their children receive. There is a range of useful information made accessible to parents, in the entrance to the nursery ensuring that they are well informed. In addition, regular newsletters give parents further information about the nursery and forthcoming events. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning. The manager also understands the importance of liaising with other professionals, such as the physiotherapist, so that children's individual needs are suitably supported.

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

Unique reference number	205585
Local authority	North East Lincolnshire
Inspection number	916687
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	84
Name of provider	For Under Fives Limited
Date of previous inspection	01/09/2011
Telephone number	01472 870618

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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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