

# Safe Haven Day Nursery

61a High Street, Mansfield Woodhouse, MANSFIELD, Nottinghamshire, NG19 8BB

<b>Inspection date</b>	08/10/2013
Previous inspection date	05/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		1
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 remain safe and secure while at the nursery, due to the rigorous safeguarding policies and security procedures that are implemented by the vigilant and caring staff.
- Partnerships with local schools and outside agencies are extremely effective. Individualised support is provided for all children, particularly those with additional needs, ensuring they settle into the nursery and confidently transfer to school.
- The vibrant, lively and welcoming environment, both indoors and outdoors, enables children to feel settled, secure and valued. Children form excellent relationships through the effective key person system. Consequently, their needs are consistently met.
- Caring and sensitive staff provide a nurturing environment, which successfully promotes children's sense of belonging and well-being. Children thoroughly enjoy their time at this highly welcoming nursery.

### It is not yet outstanding because

- There is room to enhance children's learning potential further by providing staff with additional opportunities to develop their teaching, to more effectively support children thinking critically.
- Children's progress is not maximised as parents are not fully guided as to how they can support their child's learning at home.

## 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 observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the manager, deputy manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke to parents, a local head teacher and a children's centre family support worker during the inspection and took account of their views.
- The inspector had a tour of the premises during the inspection.
- The inspector spoke to the children during the inspection.
- The inspector conducted a joint observation in the pre-school room with the deputy manager.

## Inspector

Angela Hufton

## Full Report

### Information about the setting

Safe Haven Day Nursery is a privately owned nursery. It opened in 2000 and extended in 2013. The nursery operates from a converted barn in the centre of Mansfield Woodhouse in Nottinghamshire. It provides care in designated areas across the ground floor, first floor and second floor. There are separate staircases joining parts of the building for internal access. Children are cared for in groups according to their age and level of ability. There is a pre-school room situated on the ground floor, together with bathroom facilities and direct access to outdoor play. A baby room and conservatory on the ground floor has a separate external door. On the first floor are rooms for toddlers up to three years, as well as a dining room and kitchen facilities for the nursery. On the top floor is a room for out of school care. There is an enclosed outdoor play area, with safety surface, which is separated into two areas to provide for different age groups. An additional area of garden is also provided for children.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 120 children on roll who are within the early years age range. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. Children attending come from the local and surrounding areas. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

The nursery is open each weekday from 7.30am to 6pm. It is open all year round, closing only for bank holidays and for one week over the Christmas period. The nursery employs 19 members of staff, all of whom hold a relevant early years qualification, together with five support staff.

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

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

- develop more innovative ways for each child's key person to guide parents in supporting their child's learning at home
  
- strengthen the astute and targeted programme of professional development enable staff to more effectively use different teaching methods to support children's learning, particularly their abilities in creating and thinking critically.

## Inspection judgements

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

Children are well supported in their learning and development because the manager and staff have a good knowledge of how children learn. They provide a wide range of activities and experiences for all age groups of children, covering all areas of learning, both indoors and outdoors. A good balance of adult-led and child-initiated experiences is provided and children are encouraged to make independent choices from the wide selection of toys, equipment and resources available. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn. Staff support children's learning well and praise their efforts which encourages them to concentrate and persist with activities. Consequently, children show high levels of involvement and focus on activities for extended periods of time. For example, children are engrossed as they use their fingers to paint 'apples' on a tree picture, remembering how they collected apples from the tree in the nursery garden. They choose green paint for the apples but then experiment by painting their hands and talk to staff about how this feels. They delight in this creative and sensory activity, and older children demonstrate very good concentration. The staff extend the children's sensory experiences further by encouraging them to exploring the different colours. They thoroughly enjoy experimenting with the paint, mixing colours and making various hand prints.

The quality of teaching is good. Staff have a clear understanding of how to promote the learning and development of young children and, as a result, children make good progress in their learning. Most staff support the development of children's communication and listening skills well. For example, while listening to a favourite story about a bear hunt, children learn when to join in and older children predict what will happen next. However, some staff are less skilled in supporting children's thinking and do not always ask questions in such a way as to help children work out their own solution. Children confidently talk to their peers and sing favourite songs, such as a counting song about monkeys or a song about butterflies. This also supports the development of their expressive language skills. Children with identified speech, language and communication needs are very well supported. This is because staff make good use of advice and implement speech and language monitoring tools. Children with English as an additional language are well supported in learning English through the use of labels in the environment and books. This is extended to support children at home through the 'borrow-a-book' scheme.

Staff provide good opportunities during adult-led activities to develop children's awareness of early number and counting. A particular favourite is to throw balls on to a parachute and see how many they can get on before they all come off again. Mathematical language is used well, such as 'big' and 'little'. Children are making good progress as they begin to recognise shapes and enjoy measuring as they pour water into different containers and talk about how the bubbles feel. Children's physical development is well promoted. They have access to an interesting outdoor area, which contains a selection of challenging resources. As a result, children are developing a good range of physical skills. Babies and toddlers pull themselves up ready to start walking or learn to go down a slide. Older

children explore and investigate and help make a den out of tree branches. This also supports their understanding of the world as they talk with staff about what lives in trees. Children have good access to computers and other information and communication technology and they are well supported in preparing for school.

Effective observation and assessment procedures enable staff to identify children's individual learning needs and plan activities based on their interests. Children's progress is monitored well and any gaps in learning are identified. This means that staff can plan in a precise way to ensure children continue to move forward in their learning. Regular assessments of children's learning and development are shared with parents. Each child has their own learning journal, which gives parents a good overview of the progress their children are making. These records are also shared through a secure website, encouraging parents to read and contribute to their child's files at times that are convenient. Parent's views are valued and they are encouraged to be involved in their child's learning. Opportunities to extend parent's understanding of the different ways that children through play are sometimes missed. Consequently, parents are not fully guided as to different ways they can extend their child's learning at home. While children make progress in all areas of their development there are missed opportunities to enhance their potential.

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

Staff create a nurturing and caring environment for children, and therefore, they are extremely happy and settled in this welcoming nursery. The highly embedded assigned key person system results in an exceptional knowledge of each child's backgrounds, care and educational needs. For example, in the baby room staff work extremely closely with parents to collate detailed information about the babies specific care needs, likes, dislikes and behaviour. This is then displayed in the room and carefully followed by the staff team. The uniqueness of each child is captured and staff value and respect all children and their families. For example, the 'All about me' booklets have just been revised to ensure these gather more specific individual information about each child's preferences, what they can do and their family background. The nursery has excellent partnerships with additional services to support children with special educational needs and/or disabilities. They work very closely to ensure each child has the support they need to progress. A local authority family support worker explains how well the nursery helps children and how proactive they are in working with multiple agencies to ensure each child reaches their potential. Staff from the local authority also undertake placements at the nursery for their professional development.

Transition between rooms within the nursery is very carefully planned to make this a smooth and easy move for children. Children show an extremely strong sense of belonging. For example, although, many children have very recently moved room they are already very well settled. Partnerships with the local schools are strong and continue to strengthen, resulting in teachers from some of the schools visiting. Positive feedback from a local head teacher emphasises how they always get clear information about each child's development. They also praise the nursery's commitment to liaising closely with the school to ensure each child's has their needs fully met. The vibrant accommodation, the superb range of resources and experiences, both indoors and outdoors provide a highly enjoyable

and challenging learning experience for children. Staff make extremely effective use of the space they have, to provide rich and meaningful experiences for children.

Excellent attention is given to encouraging children to adopt healthy lifestyles. They benefit from freshly cooked, nutritious meals and snacks. Exemplary practices are adopted to prevent the spread of infection. For example, the nursery is kept meticulously clean and extremely well maintained and furnished. Staff wear protective clothing when serving food and changing nappies to prevent the spread of infection. Top priority is given to keeping children safe, so they can move safely and freely both indoors and outdoors and staff are vigilant and supervise children very well. Children develop a very good understanding of how to keep themselves safe at nursery and on outings. Visits from the ambulance service help reinforce the message of staying safe. Children are extremely well behaved. Staff adopt consistent strategies to manage children's behaviour, and therefore, they clearly understand agreed codes of behaviour.

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

The manager and staff demonstrate a good understanding of their responsibilities to meet the welfare and safeguarding, and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The nursery has a comprehensive safeguarding policy and procedures in place. Staff regularly review the policies and attend training, which promotes their good understanding of their roles and responsibilities in safeguarding children. They work closely with other agencies to further secure children's safety. Staff undertake daily risk assessments to ensure that the premises, equipment and outside areas are suitable. They are particularly vigilant regarding security of the premises. This means children play in a secure, safe environment where risks are minimised. All required documentation is in place, for example, records of children's needs, their attendance and any accidents or incidents are accurately recorded. The manager demonstrates a strong understanding of how to manage complaints in line with the requirements.

The nursery is well organised and staff work well together to provide an environment that is inclusive to children's learning and development. Staffing is organised effectively so that children's learning and development is supported consistently. Regular supervision meetings and appraisals monitor staff practice securely and support staff in identifying their training needs, for example, variations in staff practice around questioning have been recently identified. Staff are suitably qualified, and undertake training in-house, online and through staff meetings to support their ongoing skills. Recruitment and induction procedures are robust with new staff undertaking suitability checks and an in-depth induction. Staff form good partnerships with parents, which enables them to support children well in line with parents' wishes. Good information is available to parents, such as, on noticeboards, regular newsletters and through the secure website. Staff provide ongoing feedback about children's time in the nursery including their learning and development progress. In addition to daily exchanges of information, parent evenings are held to discuss children's progress in more detail.

Parents speak very highly of the nursery and comments include 'it is fantastic, individual to the child but supportive to the whole family' and 'fantastic communication and the management are beyond amazing'. Another parent comments on how they feel staff are 'honest' and provide a 'cosy and friendly setting where staff do not change frequently'. Parents are very positive about the dedication and quality of the staff. Self-evaluation is good. Managers, staff, parents and children are all involved in evaluating the provision. For example, parents are invited to complete questionnaires and offer their views. Action plans are in place to target improvements and monitor the success of them. Consequently, there is a strong drive for effective continuous improvement.

### **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>	253270
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	938126
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	69
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Sarah Jane Jenkinson
<b>Date of previous inspection</b>	05/03/2012
<b>Telephone number</b>	01623 480554

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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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