

# Harlequins Private Day Nursery

1a George Street, Enderby, Leicester, Leicestershire, LE19 4NQ

## Inspection date

11/06/2014

Previous inspection date

03/09/2013

## 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

- The quality of teaching is good. Staff ask open-ended questions, which encourages children's thinking and communication skills. Therefore, children make good progress in their learning and development.
- Children's behaviour is good because staff use effective strategies, such as praise, to recognise their achievements, which further motivates them in their play and learning.
- Partnerships with parents and carers are good. Staff actively involve parents from the earliest opportunity and value their input. This enables staff to provide care that mirrors to which children receive at home, providing security and stability for them.
- Management and staff work well as a team, to continuously improve the quality of the provision. As a result, staff are enthusiastic and motivated, improving the children's experiences in the setting and ultimately, their progress.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This ensures children are protected and kept safe from harm.

### It is not yet outstanding because

- Children have fewer opportunities to focus on text and print in the outdoor environment, in order to enhance their understanding that words have meaning.

## **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 children engaged in activities both indoors and outside.
- The inspector completed a joint observation with the deputy manager.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the nursery's policies and procedures, checked the suitability of the staff and their qualifications.

## **Inspector**

Andrea Price

## Full report

### Information about the setting

The Harlequins Private Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two-storey listed building in the Enderby area of Leicestershire, and is privately managed. The nursery serves the local area and is accessible to all children. It operates from two floors, and there is a fully enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 5, 4, 3 and 2. The nursery opens Monday to Friday all year round, from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The nursery provides funded early education for 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 further improve the quality of the early years provision the provider should:

- create an environment outdoors that is rich in print where all children can learn about words, for example, by displaying labels, posters and signs.

## Inspection judgements

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

Staff have a good knowledge and understanding of how to meet the Early Years Foundation Stage, and use this effectively to support children in their learning and development. Children enjoy their time learning through play in the well- resourced learning environment. Information gained from observation is used to identify individual children's learning priorities and their next steps in 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 child is making. Parents are encouraged to continue with their child's learning at home and are provided suggestions for how this can be achieved. Planning is completed weekly, and there is a good balance between self-chosen activities and activities led by adults. Therefore, children have opportunities to develop their own ideas and interests through the resources and activities available. Teaching is good. Staff are knowledgeable about the children's skills and how to develop their learning effectively. For example, they build towers together, counting the number of bricks they have used and identifying which shape would be best to use as a roof, in order to develop children's mathematical understanding. Children receive lots of praise from staff for their efforts. This means that children are developing good self-esteem and confidence.

Staff use every opportunity throughout the day to effectively teach children. For example, at lunch time staff discuss about how healthy foods and regular exercise can help bodies to grow well. Children eagerly join in, giving examples of the types of exercise they undertake at nursery and within their home environment. Staff extend this further, by seeking ideas from the children about how they can further support this interest in exercise. As a result, the children are eager to learn more. The owner and her experienced staff are effective role models. They continually model good practice and provide good quality learning experiences for the children. This results in children making good progress in their learning and development. Babies and children make very good progress in their communication and language skills, enabling them to become confident communicators. For example, babies enjoy sharing picture books and stories with staff, engaging happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Opportunities for early writing are developed from an early age through a wide range of sensory activities, such as making marks in sand or paint. Activities such as these, develop children's physical skills and their early understanding that the marks they make have meaning. Older children have a dedicated literacy area and are encouraged to write for a range of purposes. For example, children are supported to write lists of food they like to eat, when staff review the nursery lunch menus. These opportunities support children's developing literacy skills well, in readiness for the next stage in their learning, such as school. However, there are fewer labels, letters, numbers and print in the outdoor learning environment to further enhance children's early literacy skills.

The children benefit from their time in the nursery because staff are enthusiastic about their role, they understand how children learn and the quality of teaching is good. Staff engage children very well in their learning, with a strong emphasis placed on learning through play and having fun. Staff listen to what children say and encourage them to talk about what they are doing. They ask open-ended questions and give children time to think and reply. For instance, staff ask 'What do you think might happen?' and 'How can we fix it?' to prompt children's thinking and problem solving skills. This also has a positive impact on children's language skills, motivation and self-confidence. Children's understanding of the world is fostered effectively. The children, staff and parents take part in a range of activities to promote their understanding of different cultures, festivals and celebrations, such as Holi and Diwali. Staff work well with parents from the outset. They gather detailed information about their child's individual needs and personality, skills and development on entry to the setting. This information is regularly updated through the 'child profile' document, ensuring that this is relevant to the child's current needs. This enables the key-person to meet the needs of the child from the outset, and supports them in making a more accurate assessment of children's starting points. Staff work closely with parents to gain some key words in each child's home language to support them during their time at nursery. Some staff are bilingual, and this further supports children and the partnerships with parents. Summaries of each child's learning and development are shared regularly with parents and the required progress checks for children aged between two and three years, are in place to complete with parents at the appropriate time.

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

Children are happy, confident and familiar with the routine of their nursery day. They demonstrate through their play that they feel safe and secure. The key-person system is well-embedded, and the small staff team means that all staff and children get to know each other well. This means that children's individual needs are well known and can be effectively met at all times. Staff work closely with parents to ensure children's needs are known. For example, their routines, interests, health, food preferences and dietary needs are carefully discussed and recorded before children start. As a result of information gained, staff can mirror home routines so that children settle easily. This means there is an effective continuity of care between parents and the nursery, and that children's individual needs are met. Toys and equipment are in good order and are freely accessible to all children, enabling them to make choices about what they would like to play with. Each of the three age ranges have well-organised facilities, enabling babies, toddlers and older children to move around freely and experience different opportunities. Children build strong relationships with their friends. They work together well, as they play together and learn the social skills, which they can use in later life, such as in school.

Children develop a strong sense of belonging because there is an effective key-person system in place. This enables them to confidently explore the environment, enjoy their time in the nursery and make good progress in all areas of their learning and development. Similarly, transitions between rooms within the nursery are equally well supported, in partnership with parents and the new key person. Older children are fully prepared for their move into the school environment because nursery staff ensure that they are confident and fully prepared; intellectually, socially and emotionally. Staff arrange for teachers from the schools that children will be attending, to visit them in the setting. This transition is further supported through the sharing of information relevant to each child regarding their progress, and individual personalities and needs. In addition, staff have worked with parents to produce a book for children to share with their new teacher. This includes photographs of family members, the child's preferences and anything the child would like their new teacher to know about them. As a result, children make the move in to full-time education more easily because of the positive steps taken to ease their transition. Positive behaviour is highly evident and children happily play together. Staff are good role models, providing a calm and caring environment. Children are encouraged to follow the golden rules, such as good listening, sharing with friends, using kind hands and trying to make everyone happy. Photographs and creative work reflect children's own identities, making them all feel fully included and valued within the nursery.

Toddlers and older children develop their independence in self-help skills extremely well. For example, children help to serve their own food and to pour their drinks at mealtimes. A healthy and appealing variety of snacks, such as bread sticks, banana, apple and raisins, are provided by the nursery. Children are encouraged to try a variety of tastes and textures, while staff remain acutely mindful of any dietary needs. Snack and meal times are a sociable and relaxed experience, as a member of staff supports the children, encouraging their conversation and supporting good manners. Children develop their skills further because staff know the children's capabilities. Reminders and consistent routines promote children's understanding of good hygiene habits. Children manage their own personal needs well, according to their age and stage of development, with older children independently using the toilets and washing their hands. Nappy changing is done discreetly by the child's key person. Children have daily opportunities for fresh air, daylight

and exercise outside, promoting their health and physical development. Staff provide individual attention for younger children outside as they practise their emerging walking skills. The outdoor environment is used effectively, providing children with plenty of choices and resources to enrich their learning. For example, children play outside and engage in activities to promote physical development, such as using balance beams and climbing structures. However, there is scope to enhance the opportunities for all children to see print within the outdoor area. Children are building an understanding of risk, through the opportunity to take part in regular emergency evacuations of the building.

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

Leadership and management of the setting is good. This is because the manager and owner work effectively together to support the staff and their continued development. They have a good understanding of their responsibilities to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. A wide range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These are reviewed annually or when it is identified that amendments or additions need to be made. A clear procedure is in place, which prohibits the use of mobile phones and cameras by staff, parents or visitors to the setting, promoting the welfare and safety of children. Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They all attend child protection training and engage in reviews during team meetings to ensure this information is well embedded. The management team is very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Any complaints or concerns raised are fully investigated, and action taken to address these in line with the nursery's complaints policy and the requirements of the Early Years Foundation Stage. Staff carry out daily risk assessments, inside and within the outdoor environment. This ensures that the environment is free from hazards and that resources and equipment are safe for the age range of children using these. Risk assessments are also in place for the regular local outings which the children are taken on, assuring their safety and well-being when away from the premises.

Safe recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. A thorough induction process is carried out by the management team, supporting new staff to settle into the nursery and enabling them to fully understand their roles and responsibilities from the start. Clear routines are in place to check the identification of all visitors to the setting and children are not left unattended, with unvetted adults. The management team undertake regular observations of staff when they are engaged in play and during planned activities with the children. This provides opportunities for staff to reflect upon their own practice and to gain constructive feedback on how to enhance their skills further. A well-established programme of professional development ensures staff's practice is monitored and underperformance is tackled effectively. Staff receive mandatory training in safeguarding, first-aid and food hygiene and attend additional courses provided by the local authority, when these are available. It is evident that staff training has a very positive impact upon the setting, as staff

demonstrate how they have put ideas they have gained, into practice. For example, staff disseminate learning to their colleagues, while other staff have devised a number of information leaflets, relevant to child development, to share with parents. The nursery benefits from a staff group who are all qualified, experienced and work well together as a team. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents are encouraged to share feedback verbally, through the 'parent's voice' display and through annual questionnaires. The nursery has an ongoing improvement plan in place and staff work well together to achieve the identified areas for development. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision.

Staff understand the importance of working alongside other professionals involved in children's lives, to support their development and provide continuity of care. For example, they have previously supported children with particular needs and children who speak English as an additional language. Partnerships with parents are good. Parents feel welcome in the setting and feel their children are making good progress. They are kept informed and up-to-date with their child's progress and achievements at parents' evenings and through daily conversations with staff. Parents spoken to on the day of the inspection are happy with the service they receive and the care given to their children. They speak positively about the time spent with staff talking about their child's day, and feel that staff are approachable and easy to engage with. Parents are happy with the activities provided for their children, who are happy and eager to attend each day. The nursery liaises well with the local schools and information is shared about children's progress through transition documents. Consequently, these strong partnerships help to provide children with good consistency in their care and learning.

### **The Childcare Register**

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| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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>     | 223216                   |
| <b>Local authority</b>             | Leicestershire           |
| <b>Inspection number</b>           | 977526                   |
| <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>      | 20                       |
| <b>Number of children on roll</b>  | 28                       |
| <b>Name of provider</b>            | Amanda Jane Loomes       |
| <b>Date of previous inspection</b> | 03/09/2013               |
| <b>Telephone number</b>            | 0116 2750156             |

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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