

Hazebrouck Nursery

Community Centre, Sheerlands Road, Arborfield, Reading, Berkshire, RG2 9ND

Inspection date	02/09/2014
Previous inspection date	09/02/2011

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

- Children make good progress in all areas of learning because staff know the children very well and provide a rich, varied and imaginative educational programme of activities that children enjoy.
- Staff are effectively deployed to help promote children's development and ensure their ongoing safety.
- The nursery team works well with outside agencies, and has started to implement links with other early years settings, to achieve a consistent approach to meeting children's individual needs.
- There are established systems to promote staff training and ongoing professional development which further provides good outcomes for children.

It is not yet outstanding because

- Staff are not yet fully effective at encouraging parents to share children's achievements from home, to enable them to be even more involved in their children's ongoing learning.

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.

Inspection activities

- The inspector read the providers self-evaluation.
- The inspector spoke to parents, children and staff to gather their views.
- The inspector carried out a joint observation with the manager.
- The inspector observed children during their play, and the daily routines, in all areas of the nursery.
- The inspector examined a sample of documents, policies and paperwork.

Inspector

Alison Southard

Full report

Information about the setting

Hazebrouck Nursery is one of 10 nurseries run by Complete Childcare. It opened in 2003 and is situated in a purpose-built centre. The building forms part a community centre in the Arborfield area of Reading, Berkshire. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and. There are currently 59 children on roll. The nursery receives funding for the provision of free early education for children aged three and four. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs ten members of staff, all of whom hold appropriate early years childcare qualifications.

What the setting needs to do to improve further

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

- continue to develop partnerships with parents and carers by ensuring that they are encouraged to contribute to their child's developmental records, and share details of what their children achieve at home.

Inspection judgements

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

Staff plan and deliver good quality educational programmes that cover all areas of learning. They make effective use of observations and assessments to inform their daily plans, and this enables them to deliver learning that is interesting and appealing to children. Staff work generally well with parents and other professionals to identify, plan and provide children with well-targeted care and learning opportunities. Progress checks are completed for children aged between two to three years, and are shared with parents. There are effective systems implemented for ongoing assessments, target setting and continuous reviews for children with additional needs. This enables all children, including those with special educational needs and/or disabilities, to make good progress from their starting points. This helps close gaps in their learning over time and prepares them in readiness for their entry to school. Staff work closely with parents to learn about children's needs and interests on entry to the nursery which allows staff to learn about children's starting points and plan effectively for their individual needs. However, parents do not regularly contribute to their children's learning journeys with details of what their child achieves at home. Therefore, a cohesive approach to supporting children's learning is not yet fully embedded.

Staff place a strong focus on promoting children's communication and language skills. In both of the baby rooms the enthusiastic staff make eye contact with the babies and are very responsive to them. Very young children are starting to show their preference and they are beginning to make choices. They invite others to play and they share books and toys with staff. From an early age, children are learning to share their learning and show enjoyment of books. Staff extend the youngest children's vocabulary with single words. Babies mimic and staff respond with smiles and affirmation. All staff are trained to use a signing system to support children's communication skills, called Makaton. This helps those children who are pre-verbal to communicate. For older children staff use a range of questions and questioning techniques to encourage children to think for themselves. They provide opportunities for the children to discuss the books they are reading. For example, children engage in an exciting conversation about sharks as they look at a book about sea life together. All children in the nursery have the opportunity to experience French lessons. For example, the youngest children learn French through songs and the older children learn some vocabulary. This helps children to learn a different language, learn about other cultures and other ways of communicating.

Staff provide plenty of opportunities for young children to promote their physical development as they roll, crawl, stretch and reach to try new things. These very young children are developing close emotional attachments with their carers. This helps them to relax and experience the joys of learning. Older children also enjoy exploring a good range of creative and physical activities. They offer children their own physical development plan called 'Great Little Movers' which provides children who are mobile with a variety of experiences. Children enjoy being creative. They make marks with crayons and pencils, practise cutting skills with scissors and experience music through songs, dance and exploring the sounds of instruments. Some of the more able children are able to write their names and recognise the letters their names begin with. Older children develop their number recognition skills using props during number songs. For example, they match the correct number of sausages sizzling in the pan. Younger children play with building bricks and coloured balls as adults support them to count and recognise the different colours. All children throughout the nursery are given opportunities to care for plants and explore the outside areas. This helps them to gain an understanding of the world around them.

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

Children eagerly come into the nursery. They are happy to see their friends and are greeted by staff in a very friendly manner. Staff refer closely to guidance from parents to help settle children into the nursery. As a result, they settle quickly from the very youngest child through to the oldest. There is an effective key-person system implemented throughout the nursery. Staff know the arrangements that are in place to meet the needs of children whose key persons are not present as they share information about individual children with each other. This helps to make certain that there are no gaps in children's care and their individual routines. As a result, children are very secure emotionally. The day is planned to enable children to take part in both adult-led activities and activities they freely choose for themselves. This enables children to develop their social skills as they learn to share and cooperate with others.

Staff provide younger children, who will soon be moving rooms, opportunities to spend time with the older children in these rooms before they move. This helps younger children make the move to their new room go as smoothly as possible as they become familiar with the new staff and the environment before they move. This prepares them well for the next stages in their learning. Relationships with schools are good and this prepares children well for their move to school. Staff have also started developing links with other early years settings that a small number of children attend to encourage communication sharing to promote continuity of learning between settings.

The nursery welcomes children from varying backgrounds. The qualified staff make efficient use of a wide range of quality resources that are appropriate to the age and stage of development to the children using them. Multicultural areas throughout the nursery allow children to explore books, puzzles and other resources which reflect differing cultures. This helps to provide children with an understanding of differences in society. The good support that staff gives to children enables all children, regardless of ability or background, to play and learn together. This helps children to learn that all people have equal status in society.

Children demonstrate an increasing awareness of appropriate hygiene routines. They go willingly to the basins to wash their hands before eating, or when their hands are dirty, with few prompts from the staff. They enjoy healthy snacks and meals that promote their social skills as they eat together around the table with staff. They develop their personal independence and self-care skills well. For example, younger children are able to use cutlery and wipe their own faces, and older children pour their own drinks and serve their own food.

Children build positive relationships with staff and each other. Children of all ages come together for the beginning and the end of the day. This enables children to mix with their siblings and children of different ages. This also provides opportunities for the younger children to learn from the older children, and for the older children to show care around the younger children. Throughout the day young children gain reassurance from their key carers, giving them the confidence to carry on exploring even when others enter the area. Older children display confidence as they invite staff and friends to play and share their learning. Children interact confidently with staff, who respond caringly to them. Staff support children's emotional well-being very well. For example, staff regularly praise children when they have done something well, and reinforce positive behaviour with them. Staff management of children's behaviour is effective. Staff respond consistently with children to meet their individual needs. Older children are encouraged to solve any issues through discussion, while younger children are encouraged to share and take turns. Children's drawings and creations are displayed around the nursery, and their achievements are celebrated on the 'achievement tree'. This helps children to gain a sense of belonging and help them to feel valued within the nursery environment. There is a strong focus on safety throughout the nursery. Staff remind children of the need for safety at relevant times throughout the day. Children's growing awareness of their own safety needs is very apparent. For example, one child reminds staff where they need to congregate outside in the event of a fire, or when practising the fire drill.

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

The strong leadership team work extremely well together to provide good support for staff. They are fully aware of the requirements of the Early Years Foundation Stage and ensure these are met. This helps ensure they provide effective, quality care and learning for children. Safeguarding training is attended by all staff, and staff demonstrate a thorough awareness of the procedures to follow within the nursery, to safeguard children in their care. Policies are shared with parent's to enhance their awareness of the nursery's responsibilities, and policies and procedures. The nursery staff consistently implements procedures to make sure it is a safe and secure environment for children. As a result, children are safeguarded well during their time in the nursery.

Arrangements for the recruitment and training of suitable staff are thorough. All staff hold relevant childcare qualifications, undertake additional training and adopt a professional approach to their work. The management team provides a rigorous induction programme, followed by ongoing training and supervision. This ensures that staff feel well supported, and have secure knowledge and skills to carry out their roles and responsibilities confidently.

Self-evaluation processes are robust. These measures strongly identify the strengths of nursery practice as well as areas to develop and improve. For example, the management are currently overseeing the implementation of a sensory room that will provide sensory experiences for all children. Staff, parents and children contribute to the self-evaluation process through a variety of ways. Managers and staff gain feedback through their discussions with parents and children, and information is also gained through parent questionnaires. Parents can also attend parent forums to feedback ideas and parents' evenings to discuss their child's development. A new electronic system is currently being trialled to record children's achievements and to record planning, observations and assessment staff complete. Parents' feedback that they like this new system because they can access information immediately regarding their child's day. This provides parents with opportunities to work in partnership with the nursery and to become involved in their children's learning. The managers complete observations on staff practice and use these to oversee the quality of teaching and to support staff with additional strategies when working with the children. This ensures that, overall, good standards of care and teaching practice are maintained. The nursery team also implement additional quality assurance schemes to help maintain their high standards. As a result, they demonstrate a strong capacity to maintain continuous improvement.

Parents comment favourably and enthusiastically about the staff team, and its work. They appreciate the time staff take to talk to them, and to provide help for their children. They comment that staff 'really listen' and that they 'know my child well'. It is clear that parents regard the nursery as an asset to the community. Parents are well informed about all aspects of the nursery and their children's learning and care, through newsletters, emails and information displayed on notice boards. Parents have plenty of opportunities to speak to staff and management about their children, including during parents' evenings.

The manager and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek support and guidance where necessary. The staff invites speech and language therapists and the local authority inclusion teacher to come into the nursery to support children with additional needs. This shows that the nursery staff promote integrated working with other professionals, which provides a cohesive approach and enables children to benefit during their time at the nursery. There are effective links in place between the nursery and the local schools which helps prepare children in readiness for their transfer on to school. As a result, children are well prepared for the next stages in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY263173
Local authority	Wokingham
Inspection number	988008
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	91
Number of children on roll	59
Name of provider	Kingsclere Nurseries Limited
Date of previous inspection	09/02/2011
Telephone number	0118 976 2054

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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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