

Harrington Day Nursery

Harrington Day Nursery, 137 Belvedere Road, Burton-on-Trent, Staffordshire, DE13 0RF

Inspection date

02/10/2014

Previous inspection date

12/05/2011

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

- Safeguarding procedures are robust because staff demonstrate a secure understanding of how to protect children. Consequently, children's safety and well-being is given a high priority.
- Staff focus on children's individual interests, through well-planned play activities. As a result, children approach their learning with enjoyment and enthusiasm.
- Key persons closely observe and accurately assess children's individual progress and next steps. As a result, all children make good progress towards the early learning goals and are well prepared for school.
- Staff build strong and trusting relationships with children and their parents from the start. This helps children to feel safe and settled in the nursery.
- Partnerships with parents, teachers and other childcare professionals are positive and supportive. This contributes effectively to children's learning and development.

It is not yet outstanding because

- Staff do not always fully encourage children to use talk to connect ideas, recall and anticipate events, in order to better support children's communication and language skills.

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 in the nursery and conducted a joint observation of a planned activity with the manager.
- The inspector held discussions with the provider, manager and staff and spoke to a number of children.
- The inspector looked at children's observation and assessment records and planning, including summary progress reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of the suitability and qualifications of the staff, the provider's quality assurance records, self-evaluation arrangements and improvement plan.
- The inspector spoke to a number of parents to obtain their views and took account of information included in the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Harrington Day Nursery was re-registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Burton-upon-Trent, Staffordshire, and is managed by Harrington Day Nursery Limited. The nursery serves the local and surrounding area and is accessible to all children. It operates from two converted houses and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. One member of staff is working towards a qualification at level 2 and one member of staff is working towards a qualification at level 3. The manager is working towards a degree in early years. The nursery opens Monday to Friday all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 107 children attending, of these, 77 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's communication and language skills, for example, by encouraging them to talk more about what they see and do and to connect their ideas, remember and anticipate events.

Inspection judgements

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

Staff provide a broad range of stimulating activities which foster children's enthusiasm for learning. As a result, children demonstrate active enjoyment in their imaginative and creative play. For example, young children respond with wide smiles and active body movements as they join in with their favourite songs and rhymes. They show high levels of understanding and anticipation. For example, they listen carefully to the music, learning how to recognise the difference between loud and quiet sounds or using their hands to create twinkling stars. Children confidently move their hands and bodies in response to fast and slow movements, as they learn how to 'wind the bobbin up', forwards and backwards. This helps supports children's learning across many areas of development, including their physical skills and coordination. Pre-school children take part in lots of purposeful learning, as they freely choose and use toys and resources. As a result, they play imaginatively in the sand with the toy dinosaurs and develop their own imaginative ideas through role play. They actively experiment with the coloured water bottles and use these to count numbers and to shake and look at the contents. Girls and boys play cooperatively together to complete a complex jigsaw puzzle, as they learn how to solve

problems. They show good levels of understanding of how to match and pair picture cards and talk confidently about what they know and can do. Consequently, children develop good mathematical skills and are very well prepared for their future learning in school.

Staff use their teaching skills well to support children's learning. For example, Polish speaking staff translate instructions in English, so that children use and hear both languages, during their play and learning. This helps them to develop their understanding of English and to progress to their next stage in learning with confidence. Staff plan effectively to stimulate children's learning, through activities which focus on children's abilities and interests. As a result, children keenly paint and print dinosaur pictures and patterns and learn how to use tools to transfer paint to paper. Staff encourage children to notice how colours change, as they mix paints together, which gives children the confidence to experiment and explore. They offer clear instructions for children to follow, so that children know what to do. Staff offer high levels of praise to celebrate children's achievements. This helps to develop children's creativity and curiosity. However, staff do not always focus as much as they could on encouraging children to use talk to connect their own ideas and to remember and anticipate events. This means that children have fewer times when they can practise thinking and speaking at a higher level.

Key persons demonstrate a good understanding of how children learn and develop. They make good use of initial and on-going assessments to identify children's stage of development and to plan for their future progress. They regularly review what children know and can do, through close observation. They track and monitor each child's achievements, and use this information to assess the levels of progress and carry out the progress check for children between the ages of two and three years. They actively involve parents, school teachers and other childcare professionals in this assessment process, to promote continuity in children's learning and development. Consequently, children receive good levels of support. This strengthens partnerships with parents, promotes learning at home and helps children to successfully transfer on to their next stage in learning and school.

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

Key persons build positive relationships with parents and children during the introductory visits, held before children attend the nursery. This helps staff to find out about each child's likes, preferences and routine needs. As a result, children form strong bonds with familiar adults. This helps them to settle quickly and to separate from their parents with confidence. Babies and young children receive close and supportive attention, which supports their emotional needs and overall well being. For example, they enjoy individual attention and playing in small groups throughout the day, which enables them to explore and learn in a safe and comfortable environment. Key persons speak positively to them, to encourage their lively interactions. They ensure that young children receive a good balance of routine care, active play and rest, to meet their individual needs. Toddlers learn how to behave in a supportive environment, because the owner intervenes sensitively to distract unwanted behaviour. For example, she models good behaviour strategies to staff, to ensure that all children receive close and comforting attention when needed. This helps young children learn how to manage their emotions and how to act positively with others.

As a result, children feel safe and secure.

Staff provide a safe environment indoors and outside, so that children benefit from good quality play experiences and resources. For example, staff ratios are maintained and sometimes exceeded, to ensure that children are safely supervised at all times. Young children learn how to manage risks and keep themselves safe, as they carefully climb up steps to reach the slide. School-age children are safely transported to and from school and there is a clear procedure in place with the schools they attended to make sure children are collected and arrive safely. Staff promote children's good health very well. They provide nutritious meals and snacks, which encourage children to follow a healthy diet. Staff pay close attention to children's individual dietary requirements, so that children's needs are met. Pre-school children develop high levels of independence, as they learn how to manage their own care needs, through the daily routine. Children benefit from regular fresh-air and exercise outdoors and active games indoors. This promotes their healthy growth and development.

The nursery rooms are bright and welcoming and children actively contribute to wall displays with their art work. Attractive posters and pictures are displayed at children's level, to stimulate their awareness of the world around them. Staff provide varied activities and play equipment which help children learn about other cultures, traditions and beliefs. As a result, children develop respect for others. Good arrangements are in place for children to meet their new key person and to share information with parents, when their child is ready to move between rooms. Staff provide good levels of support for children with special educational needs and/or disabilities, to ensure their needs are met. This secures children's emotional well-being and prepares them well for their next stage of development.

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

Managers and staff have an in-depth understanding of how to protect children. They follow effective safeguarding procedures to address any concerns about a child's safety and well-being. Staff confidently describe the signs and symptoms of abuse, and are vigilant in looking out for these as children play and talk. The manager is the lead safeguarding practitioner and has the necessary training and skills to support her staff in what to do if they are concerned about a child. She offers clear guidance to staff about whistleblowing and allegations procedures, to ensure they fully understand child protection responsibilities. Recruitment and vetting procedures are robust. As a result, staff suitability is thoroughly checked through the Disclosure and Barring Service and continuous appraisal. All staff hold appropriate qualifications, skills and experience to enable them to effectively safeguard and support children. The owner, manager and staff are fully committed to ongoing professional development. As a result, children benefit from their good practice.

The owner and the manager have a good understanding of the requirements of the Early Years Foundation Stage. Consequently, they provide good levels of support to all staff to enable them to work effectively with children. They offer clear support and guidance to

key persons about children's learning and development, which helps to strengthen learning outcomes. They build good relationships with parents and other professionals, to successfully foster continuity in children's learning and development. As a result, all children receive prompt and effective support to help them progress.

The manager continually reviews the quality of practice through effective self-evaluation. She conducts a quality assurance assessment each year and welcomes the contribution of early years advisors. She meets regularly with the owner, to discuss short and long term goals for future improvement. For example, they have recently appointed a bilingual member of staff to support children who speak English as an additional language. As a result, these children's ability to communicate with others has improved. In addition, those in charge have recently installed toilets in the baby room on the first floor, in order to make better use of this area of the nursery for children aged two years. They have taken account of the views of parents, and so have introduced parent consultation evenings in order to strengthen partnerships and children's learning. They regularly review policies and hold regular staff training events, to ensure that all staff are up-to-date with current guidelines and procedures. Since the last inspection, the owner has improved the risk assessment procedure. Staff now conduct thorough risk assessments of all aspects of the provision and outings. This ensures children are safe and well-cared for. Consequently, both recommendations from the previous inspection have been successfully addressed. The owner operates an effective compliments and complaints procedure. As a result, parents are openly invited to share their views with managers and staff and any concerns are promptly addressed. Ofsted are kept informed of any significant events affecting children's safety and well-being and accidents and injuries are appropriately managed and recorded. Partnerships with parents, school teachers and other childcare professionals are strong and supportive. This ensures that children's progress and well-being is monitored closely and good practice is consistently maintained. Parents speak highly of the nursery and value the support and care their children receive from all of the staff. They state that their children go on to make good progress in school, because of the good quality learning experiences they received in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	218430
Local authority	Staffordshire
Inspection number	865752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	107
Name of provider	Harrington Day Nursery Limited
Date of previous inspection	12/05/2011
Telephone number	01283 510882

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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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