

# Harcourt Pre School Nursery

2 Harcourt Road, HARROGATE, North Yorkshire, HG1 5NL

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 24/10/2014 |
| Previous inspection date | 31/01/2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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

- Teaching is good and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children, and fully understand their role and responsibility in protecting children.
- Children's needs are quickly identified and very well met through the robust and effective partnerships between parents, external agencies and other professionals.

### It is not yet outstanding because

- Children are not always provided with opportunities to think of their own ideas and ways of solving problems, in order to develop their thinking skills.
- Monitoring the quality of teaching is not used to the very optimum to enable staff to share positive practice, for example, by completing peer observations.

## 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 viewed the premises and equipment and observed activities in all of the playrooms and the outside area.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector held meetings with the provider and the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sian Campbell

## Full report

### Information about the setting

Harcourt Pre School Nursery opened in 1987 is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Harrogate and operates from a detached house. The ground floor and first floor include seven playrooms for the children, a kitchen, toilets, milk kitchen, nappy change area, sleep room and office. The children have access to a secure outdoor area to the rear of the property. There is an upstairs balcony area for babies. The nursery opens five days a week all year round from 7.30am until 6.30pm. There are currently 45 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 12 staff working directly with the children, all of whom have an appropriate early years qualification. The nursery receives support from the local authority.

### 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 thinking skills even further by encouraging and allowing them time to identify and solve problems for themselves
  
- enhance existing systems for monitoring the quality of staff performance, for example, by including peer observation in order to build on the modelling of good teaching practice.

## Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is good. Staff have a secure understanding of how to promote children's learning and development through the prime and specific areas of learning. Staff provide an exciting, stimulating and well-organised environment, with a range of resources to promote physical development, including a climbing wall and soft play equipment. There is a sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. Staff effectively join in with children's play. They role model and extend children's vocabulary, appropriate to children's age and stage of development. Children develop their communication and language skills as they show interest in familiar sounds. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. A range of resources, including signs and labels, help to ensure that children's literacy, language and

communication needs develop well. However, staff do not always support children's problem-solving and thinking skills with their use of questioning. This means that occasionally some children are not effectively challenged to think for themselves and investigate topics that interest them. There is a good balance of play, both inside and outside. Children particularly enjoy physical play in the outdoor area. Staff help children to climb onto the slide and climbing wall. Staff provide a range of activities for individual children. For example, younger children are supported to develop their small physical skills as they build towers with blocks of different sizes.

All staff and key persons know the children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently as they enter the nursery. Every child has an individual profile and a record of learning that identifies their learning and progress. Parents spoken to on the day of the inspection report that they receive good quality information from the manager and staff. They have a range of opportunities to contribute towards their children's learning, for example, they share observations of learning from home. These very good partnerships with parents are actively contributing to children's learning and progression.

Staff enthusiastically plan learning, using the information gathered from parents on entry to the nursery. All staff commit to planning purposefully for children's next steps and organise activities that challenge them and help them make good progress in their development. Subsequently, all children, including those with special educational needs and/or disabilities and those for who speak English as an additional language, make good progress given their starting points. They develop the skills and positive dispositions which prepare them well for school. This supports them to lay the foundation for becoming lifelong, successful learners. Parents speak to staff daily and contribute to their child's observations and profile booklets. They also receive information in a book that is passed between home and the pre-school, and detailed feedback at parents' evenings, so they are fully involved in their child's learning.

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

Staff support children to feel secure and comfortable with routines and the close relationships with their key person. Children experience varied and imaginative learning opportunities, based upon their individual interests. Staff help prepare children getting ready for school by working closely with local schools. They have devised very effective strategies to support children moving on to a new setting, for example, staff from the local schools visit the children at the pre-school. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interactions between staff and children ensure that all children form positive and trusting relationships. Children settle well because staff find out good information from parents about their child before they start at the pre-school, to ensure all children's needs are known and effectively met. Staff also ensure that the individual needs of children are shared within the setting through room visits, to support children as they move between rooms within the pre-school.

Mealtimes are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently feed themselves and older children set the tables with named place cards for their peers. Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. Daily routines for hand washing before meals are securely embedded and undertaken independently by older children. Rigorous records and procedures are in place for the administration of medication. Nappies are changed in a manner which ensures that children have privacy, and all nappy changes are recorded. Staff understand the need to be vigilant and children are changed promptly. This effectively meets children's individual health and care needs.

Children play in a calm, relaxed environment and show consideration for one another. Children's behaviour is good because staff constantly praise their efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's confidence and self-esteem. Staff gently remind and support younger children to share toys and to tidy up, offering praise and encouragement for their efforts and achievements. Consequently, children have a willingness to join in, gain positive self-esteem and develop an understanding of responsibility. Children play and learn in a safe environment, as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments, to ensure that children are supervised and kept safe. Children access the outdoors in all weathers and are supported by staff to assess risk and move with care. As a result, staff teach children about safety and the value of taking managed risks. Staff follow effective procedures to deal with any accidents appropriately. All information is recorded and shared with parents in a confidential way.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews of these are carried out. Detailed risk assessments for all areas of the building, the outdoor area and resources are completed to identify and minimise risks. Accurate accident records and procedures for reviewing these are implemented and contribute well to ensuring children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals have enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the learning and development requirements and how to effectively monitor all children's skills, abilities and progress.

The pre-school is managed well. The manager oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored well to ensure high level interactions and evidence are recorded. However, systems to monitor the effectiveness of teaching are not robust as they do not enable staff to consider and share examples of each other's practice, for example, by completing peer reviews. The provider and manager have addressed the

recommendations raised at the last inspection, resulting in improved observation practices which identify clear next steps in learning for children. Parents and staff contribute to a review of the pre-school. This provides a good overview of the whole provision and leads to the identification of targets requiring further improvement. Staff supervision and appraisals are well embedded. They are used to recognise strengths and to identify any specific training needs for individual staff or for the team as a whole.

Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs. Effective communication systems ensure that parents are kept fully informed of their children's progress. The manager produces regular newsletters to share information with parents. Individual planning for children's development is shared with parents and appropriate professionals, if required. As a result, there is consistent, secure support for children and their needs are very well met.

### **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 | 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY341317                 |
| <b>Local authority</b>             | North Yorkshire          |
| <b>Inspection number</b>           | 857226                   |
| <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>      | 47                       |
| <b>Number of children on roll</b>  | 45                       |
| <b>Name of provider</b>            | Ladybird Daycare Limited |
| <b>Date of previous inspection</b> | 31/01/2011               |
| <b>Telephone number</b>            | 01423 563969             |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

