

Harrington Day Nursery

Inspection report for early years provision

Unique reference number 218430
Inspection date 12/05/2011
Inspector Jennifer Turner

Setting address Harrington Day Nursery, 137 Belvedere Road, Burton-on-Trent, Staffordshire, DE13 0RF
Telephone number 01283 510882
Email harrington@daynurseryltd.wanadoo.co.uk
Type of setting Childcare on non-domestic premises

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 1231, or email 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Harrington Day Nursery opened in 1990. The nursery operates from two converted houses situated in Burton-On-Trent. The nursery serves the local and wider community. A maximum of 94 children may attend the nursery at any one time. The nursery opens from 7:45am until 6pm each weekday all year round. All children share access to a secure outdoor play area.

There are currently 147 children on roll. Of these, 23 children receive funding for early education. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 15 staff. Of these nine hold appropriate early years qualifications and three are working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and form good relationships with each other and staff. They have access to a good range of age-appropriate toys and resources which help them make positive progress in their learning and development. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Documentation is regularly reviewed and mostly in place. The self-evaluation process is developing, although a full consultation has not been conducted in the process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the risk assessments cover everything children come into contact with
- develop further the process of self-evaluation to include staff, parents and children.

The effectiveness of leadership and management of the early years provision

There are clear written policies and procedures in place in relation to safeguarding children. Staff are confident about their duties and areas of responsibility and they know the signs and symptoms to look for, which contributes effectively to the protection of children. A wide range of policies and procedures are in place to safeguard children. For example robust recruitment procedures ensure that adults are suitable to work with children and this is enhanced through frequent training, both in-house and external. Risk assessments are carried out on the premises and

for each outing children are taken on, however these are not sufficiently detailed to cover everything children come into contact with. Subsequently, children are not fully protected.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Children's individual needs are addressed as agreed with parents and as identified through observations. Resources are organised to ensure that children can access them without help or with minimal assistance to aid their independence. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. The management review the provision with assistance of the early years development team, however staff, parents and children have not contributed to this self-evaluation process.

Staff with responsibility for special needs have a sound knowledge of the procedures and develop good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of nursery life and make good progress. Staff develop activities such as communication boxes and visual routines to support children with special education needs and/or disabilities.

The sound relationship developed with parents contributes to successful outcomes for their children. Staff exchange information with parents and carers through good quality written information, care diaries and notice boards. Open evenings are arranged so that parents can spend time with their child's key worker to talk about how their child is progressing. This helps build a bridge between home and the nursery. As a result, parents feel well informed and make many positive comments about the nursery. Effective relationships with other provisions and professionals involved with the children are well established and contribute well to supporting children's welfare and learning. Children regularly visit the local school to join in events such as sports days, annual festivals and other community events. These links help to ease children's transition from the nursery into school.

The quality and standards of the early years provision and outcomes for children

Staff have a good knowledge of the Curriculum Guidance for the Foundation Stage and competently put this into practice. They know how children learn and plan a good range of activities and experiences to cover all areas of their development. Staff use open-ended questions to effectively promote children's thinking and set out the room to stimulate children's interest in activities. As a result, children are motivated and make many good links in their learning. There is a good balance between adult-led activities and free play; the opportunities for children to self-select resources and initiate their own play are plentiful.

Planning is flexible, clear and covers all areas of learning in the curriculum as staff plan around their interests. Systems are in place to observe and monitor children's achievements and to plan experiences that help children progress. These plans and

assessments are consistently evaluated for individual children, which mean staff are able to identify learning priorities for each child. All children are self-assured in their play and confident to try new experiences in a supportive environment. They are sociable and readily engage their peers, staff and visitors in conversation and play. Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. They are excited to show how they cut out leaves for the giant beanstalk for their 'Jack and the Beanstalk' display. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

Children are encouraged to show an interest in numbers and are supported to develop the skills needed for counting. For example, through a range of interesting games, songs and everyday activities. Children's physical skills are developed and improve through a wide range of experiences. Daily they use the outside play area where they are able to climb, ride bikes and play in the newly built pagoda. There are good opportunities for children to be creative. They enjoy painting and cutting out pictures of their favourite toys from magazine to make collages. They enjoy books, accessing them independently, listening to and joining in stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, by encouraging listening skills, extending their vocabulary and linking sounds to letters as they attempt to write their names.

Children know about the uses of everyday technology and all children learn how to operate computer equipment and electronic toys. There are good opportunities for children to find out about features of the local environment and community. Children develop a good understanding of the natural world through topics and focussed activities. They grow strawberries and help to care for their fishes and guinea pig.

Younger children move around their rooms independently, pulling themselves up on walkers. They are fascinated by the sounds made when buttons are pushed to make music. Children are given time and encouragement to use all their senses to investigate a wide range of materials. They explore water and enjoy playing with dinosaurs in the sand. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They celebrate festivals such as Chinese New Year and they practise writing words in Chinese and tasting food from other cultures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met