

The Haig Day Nursery

Inspection report for early years provision

Unique reference number EY241696
Inspection date 24/10/2008
Inspector Marilyn Joy

Setting address The Haig Centre, Ward Road, Bulford, Wiltshire, SP4 9NJ

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

The Haig Nursery opened in January 1999. The nursery is part of the Haig Centre in Bulford, a military garrison near Salisbury in Wiltshire. It serves both military and civilian families from the local area. The nursery consists of several playrooms, a kitchen and dining area. Children have access to a large hall and outside play areas.

The nursery is registered to care for up to 46 children in the early years age group. There are currently 50 children on roll. The nursery is open from 08:00 until 18:00 on weekdays, all year round.

There are 18 members of staff working with the children, 15 have relevant early years qualifications. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance. The nursery completed the Pre-school Learning Alliance Aiming for Quality accreditation scheme in 2005 and is currently working through re-accreditation.

Overall effectiveness of the early years provision

Children are well cared for in an extremely well-resourced, challenging and exciting environment. Strong and committed leadership and the dedication of staff, contributes successfully towards continual improvement and the provision of good quality care and learning. Most documentation to support children's welfare, learning and development is in place and well-organised, although, some is not always maintained appropriately. Exemplary measures are taken to ensure the inclusion of all children within the daily operation of the nursery and to promote effective partnerships with parents.

What steps need to be taken to improve provision further?

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

- ensure the daily register accurately records children's attendance throughout the day
- ensure risk assessments are regularly reviewed and formalised for outings
- continue to develop the system for organising activities across all areas of learning and ensure staff take advantage of opportunities to maximise children's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure prior written consent is obtained before the administration of non-prescription medication (Safeguarding and promoting children's welfare).

31/10/2008

The leadership and management of the early years provision

The nursery is well-organised and dedicated to supporting children's individual needs. Extremely effective partnerships are established with parents through the commitment of staff to ensure they are very well-informed about their child's daily activities, routines and welfare. Personal contact with parents, as well as sharing a range of written information, keeps them up-to-date. Sharing days are organised so they can join in activities with their child and discuss progress with their individual key worker. Parents are clearly appreciative of the positive relationships developed and that their child's individuality and background is valued.

Effective measures are in place to safeguard children's welfare and protect them from harm. Staff are secure in their knowledge and understanding of child protection issues. Children's safety is ensured because the premises are safe and secure and staff are clear about keeping children safe on outings. Risk assessments ensure potential hazards are identified and addressed, however, there is no formal system to review each area annually or to include all outings. Robust recruitment and employment procedures mean staff are suitable and fully conversant with their roles and responsibilities. Policies and procedures which underpin the smooth operation of the nursery, are reflected in practice.

Management have carefully reviewed and identified the nursery's strengths and some areas for further improvement, although are not aware of inconsistencies with documentation. They are currently updating their quality assurance qualification and are involving parents and staff within this process. Areas for improvement raised at the last inspection have been fully addressed, particularly the enhancement of the outdoor area.

The quality and standards of the early years provision

Children make good progress in the happy and welcoming atmosphere of the nursery. They benefit from knowledgeable and supportive staff who encourage their learning and development well. Exciting creative activities engage all ages. Babies are enthralled at music time, toddlers experiment with body painting, whilst older children learn how to use the woodworking bench safely to create their own models. Children are extremely confident, happy and settled. They become increasingly independent in choosing and managing tasks for themselves. They behave well and are kind and thoughtful to others. Staff have a sound knowledge of their key children and use regular observations to assess their next steps for learning. Activities are predominately child-led and focus on their interests, although, as there is no clear overview of activities, it sometimes means equal emphasis is not given across all areas, especially when not included in everyday experiences. For example, children learn to count and group objects accurately, but other opportunities are missed for practical counting or to become familiar with numerals. All children are introduced to mark-making through different mediums and freely express themselves

The indoor and outdoor premises and resources offer challenging and varied

experiences. Particular care has been taken to ensure areas are inclusive for all ages and respond to individual needs. Each age group has their own base room but children also spend time in the sensory and dark rooms where there are a plethora of resources to excite and stimulate the senses. Imaginative and physical play is promoted in the hall, where they have ample space to move around and gain confidence with their bodies. Outdoors, they learn to manoeuvre wheeled toys around the roadway, hunt for treasure and worms in the mud pit and enthusiastically play hide and seek around the climbing apparatus. Tyres, tubes and bricks offer an innovative construction area. Practical activities enhance children's learning about the world around them.

Children's safety and welfare is supported very well because staff are confident in their work and know the children well. However, some documentation is not sufficiently in place. Clear procedures are in place for responding to emergencies, for example, staff contact parents if their child becomes ill and agree the best course of action. However, if parents request fever reducing medication to be given, this is only agreed verbally, which is a breach of the regulations. Staff are vigilant in their supervision of children, maintaining a safe environment and recording children's presence. However, some written risk assessments are not fully up-to-date and daily registers do not always include enough detail. Children learn about keeping themselves safe through good guidance from staff, for example, as they handle equipment or learn about road safety.

A healthy and active lifestyle is successfully promoted through freshly cooked, nutritious meals and snacks, daily fresh air and exercise. Effective hygiene practices are consistently observed by staff and encouraged with the children. Efficient systems ensure staff are fully aware and adhere to children's individual health and dietary requirements. Well-organised outings are frequent, with younger children often going out daily. They visit the farm to see the animals, observe the changes in the season and play in the park.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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 C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.