

Harlequin Day Nursery

Inspection report for early years provision

Unique reference number	EY371927
Inspection date	06/01/2009
Inspector	Lynn Amelia Hartigan
Setting address	Spa Road, WITHAM, Essex, CM8 1NA
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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).

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.

Description of the setting

Harlequin Day Nursery opened in 2008 and is one of a number of nurseries run by four Children (Kid's Clubs Networks). The nursery is part of a children's centre and operates from a purpose-built building in Witham, Essex. There is level access to the premises. A secure enclosed outdoor area is available for outdoor play activities. A maximum of 37 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 08:00 to 18.00 throughout the year.

There are currently 15 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. There are eight members of staff, including the manager. Of these, all members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The setting is highly effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is excellent. Children are happy and settled because a committed staff team ensure their individual needs and requirements are successfully met. Excellent opportunities for communication and partnership with parents significantly enhances the children's day at the setting. The staffs' dedication and commitment, with regard to inclusion, ensures that every child is supported and cared for exceptionally well. Highly effective systems for self-evaluation is used very effectively to ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review and continue to develop a stimulating outdoor play environment to encourage children's interests and curiosity.

The leadership and management of the early years provision

The manager has exceptionally high aspirations for quality which is evident through ongoing improvement and is integral to the children's learning, development and welfare. The robust policies and procedures in place are implemented effectively and shared with parents to ensure they are fully informed of the nurseries childcare practices. All staff are fully committed to working in partnership with parents and carers and have implemented exceptionally effective systems to enable parents to share their views. Parents are positively encouraged and supported to contribute to their child's learning and development. This is

successfully achieved with the use of a 'learning journey wall', 'home-link', 'about me' books and through regular feedback from staff.

Robust procedures are in place for recruitment, induction and training. The commitment of staff to attend training ensures that children are cared for by a dedicated and experienced staff team. An informative safeguarding policy is understood by all staff members and attendance by the team at recent safeguarding training ensures the children's well-being is not compromised. Thorough risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Extensive monitoring and evaluation of the provision enables the staff to identify areas for improvement. Consideration is given to the children's, parents and the views of the staff to ensure a quality service is provided.

The quality and standards of the early years provision

Children are able to play and learn in an exceptionally child-friendly and welcoming environment. Staff have a very sound understanding of child development and how children learn. Children are provided with an excellent range of play and learning opportunities as staff effectively use their knowledge to support the children's interests. For example, children express repeated interest in dressing up as princesses, an imaginary play area is created into a castle, props and equipment are introduced to extend and support their play. Children are able to independently access an abundance of resources and this enables them to make choices and direct their own learning and play, discreet and skilfully supported by staff. As a result children are happy, motivated and enthusiastic to learn. The free choices offered to children enables and empowers them to access and explore equipment at their own pace.

Children are happy, have fun and are secure within the nursery. Staff are exceptionally attentive respectful and listen to the children. As a result children appear confident and are developing good self-esteem. A very effective key person system operates. A key person is selected based upon who the child feels most comfortable with. Every child's uniqueness is valued and this system ensures staff provide each child with an individual approach. Excellent processes are in place to ensure good assessment, observation and planning for the next steps of learning. Parents are involved throughout the process and have many opportunities to contribute. For example the use of home link books, the learning journey wall, newsletters and the introduction and use of parent packs.

Children play in a bright and stimulating environment. Children are able to lead their own play. Staff consider their individual interests and stages of learning when planning activities. Staff successfully incorporate these within the adult-led activities provided, covering all areas of learning. The rooms are breathtakingly set out with children in mind and designated areas such as, mark making, numeracy, creative and cosy quiet areas ensure children can independently access a wide range of learning opportunities. Superb well stocked book corners and cosy imaginative play areas are used effectively by the children. Babies and toddlers are able to experience many tactile activities and enjoy hand and foot painting.

Texture and treasure baskets are available and babies enjoy exploring the contents. Free-flow play from indoors to outdoors is positively encouraged throughout the day, all year round. Very good opportunities are available to the children outdoors, and they enjoy looking for mini-beasts, playing in the sensory area and using the ride-on-toys. The garden is in the process of being further developed as they plan to provide a vegetable patch and some climbing apparatus to improve the children's time outdoors.

Children's health and welfare is promoted exceptionally well. They independently access their own bathrooms that are inviting, clean and bright with suitable hand washing and nappy changing facilities. Clear visual aids are in place to remind children of the correct procedure to follow when using the toilet. They are able to access drinking water throughout the day and are skilful when pouring their drinks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share nutritious meals and snacks such as raisins and fresh fruit. Children are made comfortable should they need to sleep. Babies are provided with cots and their own bed linen. All equipment is of excellent quality and maintained to the highest standard. Babies are greeted and cuddled by smiling staff who are clearly pleased to see them when they awake from a sleep.

Children are able to learn and celebrate many different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. Children are able to take 'Travelling Ted' on holiday or an outing and are encouraged to plot on a world map and take photographs of where they have visited. They have many regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are exceptionally dedicated and are consistently polite and respectful toward the children. As a result children's behaviour is very good.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

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 made to Ofsted since registration.

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.