



The Haig Day Nursery

Inspection report for early years provision

Unique Reference Number	EY241696
Inspection date	14 September 2005
Inspector	Doreen Forsyth
Setting Address	The Haig Centre, Ward Road, Bulford, Wiltshire, SP4 9NJ
Telephone number	01980 672331
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Registered person	The Haig Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Haig Nursery opened in January 1999. The nursery is part of the Haig Centre in Bulford, a military garrison near Salisbury in Wiltshire. The nursery serves both military and civilian families from the local area. The setting 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 forty six children aged between three

months and five years old. The setting is open from 08:00 until 18:00 on weekdays all year round. At present there are fifty one children on roll, nine of whom receive government funding for nursery education.

Eighteen members of staff work with the children, sixteen of these have relevant early years qualifications. The setting receives support from the local authority early years team and is a member of the Pre-School Learning Alliance. The nursery recently achieved the Pre-School Learning Alliance's Aiming for Quality accreditation scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay well and healthy because the practitioners in the nursery follow appropriate health and hygiene policies and procedures, for example, good procedures are in place to record accidents or the administration of medications. Children begin to learn simple health and hygiene practices, such as the importance of protecting themselves when outside in the sun by using hats and cream, and washing their hands after using the toilet.

Children are well nourished; they are offered a good range of healthy foods when at the nursery. They learn about the importance of eating healthy food such as fruits and vegetables. Children's individual dietary needs and preferences are noted and observed. Children always have good access to drinking water, so they do not become thirsty. Staff ensure babies are regularly offered drinks.

All children in the nursery are able to rest and sleep according to their needs. Babies have their own comfortable cots and bedding, toddlers sleep on sleeping mats with their own sheets. All children have a rest or quiet time after lunch.

Children have many opportunities to enjoy physical activities. Each day children play outside in the enclosed garden. Babies are taken out for walks so they benefit from being in the fresh air. Children can also play in the large hall where there is a range of soft play and climbing resources, which children use to practise the physical skills. The resources available do not offer much physical challenge to the older more able children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe, welcoming and pleasant environment. The premises used are light, bright and very well maintained. The play rooms and corridors are attractively decorated with posters, displays and children's work. The baby room particularly provides a very pleasant environment for babies with lots of very attractive displays, suitable domestic furniture and a wide range of appropriate resources. Children throughout the nursery have access to an excellent range of

resources that are safe and suitable for the purpose. Resources are well organised and stored so that children can easily reach them and choose what they play with.

Children are kept safe as staff are aware of current health and safety practices and risk assess the provision offered. When on outings such as local walks staff use good strategies to ensure children's safety.

Children are well protected as they are cared for by staff who understand their role in child protection and are able to put appropriate procedures in place if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children feel welcomed into the setting; they happily leave their carers on arrival to the nursery. They enjoy being in their different rooms meeting their friends and playing with the wide range of activities that are provided. They benefit from the good adult/child ratios that the nursery maintains, which allows staff to provide children with good support and ensure they are all included into the life of the nursery.

Staff successfully use the 'Birth to three matters' framework, and the Foundation stage of learning to plan a curriculum for all children in the nursery. The activities planned help children to acquire new knowledge and learn new skills. Children interact well with the staff and with each other. They quickly learn the routine of the setting, for example, the two to three year old 'Tiggers' understand the bouncy music means its tidying up time and they work together to put away the toys.

Children enjoy talking to the staff, who are interested in what the children say and do and are able question them appropriately to encourage their language development and help them express their ideas in words. The activities provided are interesting and fun. They are planned to be suitable for the stages of children's development. For example, babies enjoy exploring treasure baskets, the toddlers play with different tactile materials on 'builder's trays. Most children have challenge in their activities.

Nursery Education.

The quality of the teaching and learning is good. Children in the pre-school room learn in a very well organised and well planned environment, where they can make their own choices about their play. The room layout is organised so that children have good access to the resources which are planned to stimulate their interest and promote all areas of their learning in the foundation stage.

The planning used in the setting is good; it ensures that children make progress and that their individual learning needs are met. Staff record children's progress using Wiltshire's Building Blocks scheme. However, at this inspection not all observation records were accurately kept. The room leader knows the children very well, she uses this knowledge when meeting with the other staff to plan, ensuring children move on appropriately to the next steps in their learning.

Children enjoy using exploring different materials, media and craft resources. They

have free access to collage and art materials, they paint, model and explore form and shape. They enjoy making model airplanes using paper and wood, and playing with fine gravel in the builder's tray. Children have good opportunities to use role play, they use a pretend garage as part of the current transport theme.

Children have very good opportunities to question why things happen and how things work, they enjoy using a remote controlled car in the large hall. Children learn about the natural world, they have observed sunflower plants growing in the garden throughout the summer, comparing themselves to the height of the flowers.

Children's mathematical learning is encouraged, when finding out about items that sink or float in the water tray, they count confidently to sixteen. When making paper airplanes they discuss shapes and size and how far their planes could fly.

Children can recognise and name letters, some children can write their own names and other letters, but they are not sufficiently encouraged to label their own work in their daily activities. Children have access to a very good selection of books and listen to stories most days. They can mark freely in the writing area or in the office in the 'garage'.

Children's personal development and self esteem are very well promoted. At an excellent circle time children explore their feelings and learn to respect other's view and needs. Children learn to consider others, to share, take turns and work as part of the group. They are becoming independent, at snack time they skilfully pour drinks for each other and offer their friends a choice of snacks.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. The effective support that children receive help them to learn to behave well, staff use a number of good strategies to encourage children's good behaviour. They constantly encourage and praise appropriate behaviour and act as good role models, particularly in the pre-school room. Children benefit from the calm and consistent approach shown by the adults in the setting.

All children's needs are respected and met; there is a very competent Special Needs Co-ordinator in post who ensures that all children receive appropriate support, including any with special educational needs. The setting has obtained funding for an exciting new sensory room which will be used for the benefit of the children in the nursery, but will also be available to the local community. The setting has a very good range of resources, including attractive posters and displays, that introduce children to different cultures and to our wider society.

The partnership with parents and carers is good. Staff work closely with parents for the benefit of the children, helping to ensure their individual needs are met. Parents receive very good information about their children's activities each day. In the baby room they have daily diaries where parents exchange information, in the toddler's room parents receive a daily information sheet. Each term parents are invited to a

key worker meeting to discuss their children's progress. There are parent's notice boards, which include local information, and regular newsletters. Parents are invited to be on the nursery management committee.

Information about the 'Birth to three matters' framework and the foundation stage of learning is displayed for parents. The daily plan is displayed outside each room so parents know what children are learning each day. The setting seeks and values parents views. In the pre-school room the room leader tries to talk to parents each day to ensure children are happy and parents are informed about their children's achievements and progress. Parents are encouraged to be involved in the nursery life, for example, parents in the pre-school have been invited in to help tell stories.

Organisation

The organisation is good.

The setting meets the needs of the range of the children for whom it provides. Organisation is a strength of the setting, the nursery is very well managed. All staff are well vetted and suitable to work with children. They are experienced and well qualified. Most of the staff have childcare qualifications to at least level 3. The nursery maintains high adult/ child ratios as they believe this is the best way of providing children with good care and support.

All the required documentation that supports the smooth organisation of the setting, including an effective operational plan, are efficiently and securely kept, but the child protection procedures require more information. All policies and procedures are displayed and shared with parents. Good records of attendance are kept, however, the times of children's attendance may not be recorded if parents do not accurately sign the attendance sheets.

Leadership and management of the setting is good. The manager and senior staff have a clear vision for the future of the nursery. They value the skills and expertise of the staff, they use annual appraisals to develop staff skills and identify training needs. Staff meet regularly to share ideas and to build their teams.

The nursery has recently successfully completed a recognised evaluation and accreditation scheme. From this they have identified strengths and areas for improvement in the provision that they provide. Overall management of the nursery rests with the Army Welfare Service who provide some administration and financial support.

Improvements since the last inspection

At the last inspection the nursery was given three recommendations regarding nappy changing, the organisation of mealtimes and information that was available to parents. As a result children's safety has improved at nappy changing, mealtimes are well organised and parent's receive very good information which help promote children's well being. As part of the nursery education inspection the setting received two key issues for improvement, one concerned the use of observations when

planning, the other concerned children's opportunities to explore and question how things work. Children have very good opportunities to find out why things happen and how things work in their daily activities. The observations made on the children are used to inform planning, helping to meet each child's individual learning needs.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- include the relevant telephone contact numbers onto the child protection procedure.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- explore ways of providing the more able children with more challenging physical activities and using the outside play areas fully to promote children's learning

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