



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY241696

DfES Number: 540029

INSPECTION DETAILS

Inspection Date 10/09/2003
Inspector Name Angela Ismond

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Haig Nursery
Setting Address The Haig Centre
Ward Road
Bulford
Wiltshire
SP4 9NJ

REGISTERED PROVIDER DETAILS

Name The Haig Nursery

ORGANISATION DETAILS

Name The Haig Nursery
Address The Haig Centre
Ward Road
Bulford
Wiltshire
SP4 9NJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Haig Nursery opened in January 1999. It operates from 6 playrooms within the Haig Centre in the military area of Bulford, a military garrison in Wiltshire. The nursery serves both military and civilian families in the local area.

There are currently 59 children aged from 3 months to 5 years, this includes 10 funded 3 year-olds and 1 funded 4 year-old. Children attend for a variety of sessions. The setting supports children with special needs and children with English as an additional language.

The nursery opens for five days per week for 51 weeks per year. Sessions are from 08:00 until 18:00.

Nineteen staff work with the children, 17 have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The nursery is a member of the Pre-school Learning Alliance (PSLA).

How good is the Day Care?

The Hague Nursery offers good quality care for children.

The environment is warm and welcoming for children and their families. There is a pleasing selection of quality toys and resources that are readily available and accessible to the children, allowing them freedom of choice and to self select.

Staff give attention to meeting the children's individual needs and the exchanging of information with parents. A particular strength is the varied selection of sensory experiences including natural materials provided for the children in the baby room.

Staff appear motivated and receptive to attending training to update them with developments in child care. The majority of staff are well qualified in early years care.

Staff work well in partnership with parents with clear, concise policies in place that

exceed the minimum standard required. The effective integrating policy outlines the procedure for the gradual transition of children who take the next step and move up to the 'older' age range rooms. The effect of this procedure ensures that the children remain supported by their key worker prior, during and after the move. The focus being that children do not move up to the older age range rooms until the parents and staff feel that the children are ready for the change. Procedures in place ensure that parents are kept well informed about the provision and their children's developmental progress.

The children are happy, content and behave well. They are well cared for by the staff. Children receive regular praise and encouragement for their efforts. To complement this the group has an effective reward system in place that appears to be enjoyed by the children.

In general the setting is safe, however safety of the children could be developed further in respect of the serving of food and the nappy changing area.

What has improved since the last inspection?

At the last inspection the nursery agreed to ensure that information including nursery policies, complaints procedures, child protection procedures and information about committee members is shared with the parents. Policies and procedures are readily available at any time improving the settings procedure for sharing records with parents.

What is being done well?

- There is a pleasing selection of toys and resources readily accessible to all children allowing them freedom of choice and to self select. Children in the baby room are provided with a varied selection of sensory experiences including natural materials.
- The children are happy, content and behave well. Staff praise and encourage the children. The effective reward system in place appears to be enjoyed by the children and develops their confidence and self esteem.
- Staff work well in partnership with parents. There are policies and procedures in place that exceed the minimum standard. The setting's effective integrating policy ensures that children do not move up to 'older ' age range rooms until they are ready and with prior agreement with the parents.
- Staff are well qualified in early years and/or first aid. They appear to be motivated and keen to attend further training to keep them up to date with developments in child care.

What needs to be improved?

- safety when serving food to the children in the dining room, and safety surrounding the nappy changing unit.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	ensure that the nappy changing unit does not pose a hazard to children.
6	make sure that the serving of food in the dining room does not pose a hazard to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children at the Haig Nursery are making very good progress towards the early learning goals. The quality of teaching is very good. The staff are all well trained, they have a very good understanding of the early learning goals and the foundation stage of learning. The play leader plans well, and links planning to the foundation stage appropriately. All areas of learning are promoted. Some further attention to planning of the daily routine is required to ensure all children have the opportunity to partake fully in every activity. The children are encouraged to behave well, they listen to each other and the adults, and they are learning to be sensitive to each other's needs. Assessment is used appropriately, the staff must now ensure they are using the assessments they make to inform the daily planning. The support given to children with special educational needs is excellent.

The nursery has a very good partnership with parents. Parents are given good quality information about the setting, and about their children's progress. They are encouraged as far as possible to be involved in their children's learning. Parents are welcomed into the nursery and are able to share their skills and knowledge with the children and staff. Parents have access to the nursery's well written policies.

The quality of leadership and management at the Haig Nursery is very good. The manager promotes and values training, staff attend short courses, seminars and in-house training regularly. There are regular staff and room managers meetings which ensure staff are kept well informed, and are able to share their ideas and skills. The staff are very clear about their roles and responsibilities. They have regular appraisal to monitor progress. The manager feels that a strong, well trained, staff team will reflect in the provision the nursery offers. Overall management of the nursery is provided by the Army Welfare Service. They ensure the staff and manager are suitably supported.

What is being done well?

- The children are making good progress to the early learning goals, because the staff are well trained, and understand the links between the early learning goals and the foundation stage of learning.
- The provision for children with special educational needs is excellent. The staff are able to plan appropriately for special needs, work closely with parents, and liaise with other agencies when necessary
- The children are very well behaved, and are becoming sensitive to the needs of others. They are confident and able to concentrate well.
- The daily activities are well planned and cover all areas of the curriculum.
- The children are good listeners, they interact with each other and with adults. They are able to co-operate with each other, and are becoming independent.

What needs to be improved?

- planning of the daily routines to ensure all children have access to all activities
- staff's use of assessments to inform daily planning
- opportunities for children to find out how things work and why things happen.

What has improved since the last inspection?

n/a first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

In personal, social and emotional development, children are making very good progress. The children listen very politely to each other. They are able to talk to each other and to adults with confidence. They are interested in what they do. The children work together, they co-operate and help each other, for example when they help tidy up. Children's independence is usually fostered well, but at lunchtime children's opportunities to help and be independent could be fostered more.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. The children are encouraged to use their listening skills. They speak clearly and interact well with others. The very well resourced mark making area promotes children's early writing skills. There is an attractive and comfortable book corner, where children are able to use books for reference and enjoyment. The daily routine does not include a morning story time.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

In mathematical development, children are making very good progress. The children count regularly in their daily activities. The staff use mathematical language when talking to and playing with the children, for example when they made different size circles in their ring games. The nursery has very good resources for promoting the children's mathematical experiences. The staff create opportunities for children to explore shapes in 3 dimension, and to solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They are able to use the computer and other programmable toys with skill. The staff present different topics, such as 'All about me' or 'Our senses' to teach the children about their environment, their families and themselves. They are also beginning to learn about different cultures and beliefs. Children's opportunities to find out how things happen and why things work could be extended.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in physical development. They are learning well about the importance of keeping healthy, they discuss with staff which foods are good for them. There is a range of resources for use both indoors and out for the children to use to learn about space and to develop their coordination. They can use a range of tools with control and safety. The range of physical activities available does not offer challenge the more able and confident children.

CREATIVE DEVELOPMENT

Judgement: Very Good

In creative development, children are making very good progress. Music is a strength in the nursery and very well promoted. Children are learning about a range of music, sounds and instruments, and listen to different music during the day. They can explore textures and colour through a range of different activities, for example painting, collage work and drawing. Children are able to communicate their ideas in role play, dressing up, and different topic work.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration for improvement.
- ensure that assessments are used to inform the daily planning, and that the planning of the daily routine enables all children to partake all activities.
- create more opportunities for children to find out how things work and why things happen, in their daily activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.