

Harvey Road Day Nursery

Inspection report for early years provision

Unique reference number EY364387
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Inspector Emma Bright

Setting address Harvey Day Nursery, 9-10 Harvey Road, CAMBRIDGE, CB1 2ET
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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 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

Harvey Road Day Nursery has been operating since 1967 and is owned by a newly formed company, Harvey Road Day Nursery Limited. The directors are parents of children who attend the nursery and members of the community. It operates from the ground floor to two converted houses in the centre of Cambridge city. Access is via a small flight of stairs. A maximum of 45 children may attend the nursery at any one time. The nursery is open five days a week from 08:00 to 17:30 all year round. All children have access to an enclosed outdoor play area.

There are currently 49 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 15 children receive funding for early years education. The nursery is registered on the Early Years Register. Children come from the local area and further afield. The nursery currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The nursery employs 18 staff. Of these, 16 hold appropriate early years qualifications and one is currently working towards a qualification.

Overall effectiveness of the early years provision

Children benefit from the very good provision which effectively meets their needs; they play and learn in an interesting and nurturing environment, where they are highly valued as individuals. Practitioners work very closely with parents to ensure that all children make very good progress in their learning and development. The leadership and management of the setting is a key strength; effective monitoring and evaluation of the provision enables practitioners to identify areas for improvement. Inclusive practice is promoted exceptionally well throughout the setting.

What steps need to be taken to improve provision further?

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

- continue to develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development.

The leadership and management of the early years provision

The nursery manager provides strong and effective leadership which means practitioners work very well together as a cohesive team, presenting positive role models for children. Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement. There is a very strong emphasis on raising standards, continually improving the provision and self-evaluation is good.

Children's welfare is fully safeguarded. Thorough recruitment and induction procedures and a commitment to ongoing training ensure that children are well cared for by dedicated, knowledgeable practitioners. Comprehensive policies underpin the good practice at the setting and these are implemented effectively by all practitioners and shared with parents. Practitioners demonstrate a good knowledge and understanding of Safeguarding Children procedures and are proactive in helping children to understand how to keep themselves safe.

The nursery works extremely well in partnership with parents; parents speak very highly of the setting and in particular of the inclusive ethos throughout the nursery. Practitioners demonstrate an excellent understanding of the benefits of working closely with parents; they strive to provide frequent opportunities for parents to become involved in their child's learning. For example, they take part in reading stories or sharing their cultural traditions with the children in the nursery. Parents are well informed about their child's progress and achievements and they have regular opportunities to share what they know about their child. The setting has a positive attitude to liaising with other settings delivering the EYFS, however they have not fully developed the system to make closer links with these settings.

The quality and standards of the early years provision

Practitioners have a good knowledge and understanding of the EYFS; this enables them to offer challenging activities and experiences to support and extend each child's learning and development. Flexible planning is in place and is based on children's interests and this means practitioners can be responsive to children's changing needs and interests. Practitioners carry out regular observations of the children as they play and these are added to children's individual assessments to inform planning and identify the next steps in each child's learning. Practitioners use questioning effectively to support children's learning and extend their understanding.

The key person system works very well in practice and this helps children to feel settled and secure. Children are relaxed and confident in the nurturing care of practitioners; they are developing good self-esteem because practitioners are attentive and value their contributions. Children develop good relationships with one another; they sit together and take turns to give each other loving hugs. Babies are readily soothed by practitioners who gently comfort them and this helps them to feel safe and secure. Children explore their creativity in a good range of art and craft activities because a strong emphasis is placed on developing children's self-expression. They freely produce drawings and pictures to represent their ideas and these are displayed for others to admire and enjoy.

Children count with confidence and demonstrate good problem solving skills as they decide how to build steps with milk crates. Babies are encouraged to be active learners and they begin to be problem solvers as they play with sorting and posting activities. Children and babies have daily opportunities to share and enjoy books, rhymes and songs. They are becoming confident communicators because practitioners are responsive to them and listen to their ideas and opinions. Babies

enjoy push and play or pop-up toys, whilst older children confidently use the computer. These activities support the children's future economic well-being.

Children are provided with an excellent range of meals and snacks which are healthy, balanced and nutritious. Food is organic where possible and locally sourced, including vegetables that have been grown by the children in the nursery garden. Children learn about different foods from around the world as a variety of meals provided reflect the nationalities of the children attending the nursery and incorporate any festivals that children may be learning about. Practitioners provide ample opportunities for all children to participate in physical activity, both indoors and outside; children enjoy playing in the attractive and stimulating outdoor area. They confidently practice jumping and landing because practitioners carefully assess and supervise the activity, allowing children to take acceptable risks in a safe environment. Comprehensive risk assessments are carried out on a regular basis to ensure children's safety.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
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

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