

The Haig Day Nursery

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

Inspection date	07/06/2013
Previous inspection date	24/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff recognises the uniqueness of each child and provide an extremely warm welcome to all children and their families.
- Children play in a vibrant, welcoming environment. They are looked after by dedicated, professional staff who meet children's individual care, learning and welfare needs exceptionally well.
- Children are well supported to acquire the skills and capacity to develop and learn effectively and to be ready for the next stages in their learning.
- Safeguarding all children is given the highest priority.
- Staff maintain meticulous documentation, accurately identifying children's starting points and children's next steps to effectively inform planning. As a result, each child thrives and makes significant strides in their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the nursery and in the gardens.
- The inspector spoke to staff and children at appropriate times throughout the inspection, during and after activities.
- The inspector looked at documentation, including progress records and planning documents and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Marie Thompson

Full Report

Information about 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 setting is registered on the Early Years Register. There are currently 64 children on roll. The nursery is in receipt of funding for early education for children aged two, three and four years. The nursery supports children who speak English as an additional language as well as children with special educational needs and/or disabilities. The nursery is open from 8am until 6pm on weekdays, all year round. There are 22 members of staff working with the children, 21 have relevant early years qualifications. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance further the outdoor environment by displaying letters of the alphabet.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children excel in the excellent care of the sensitive adults who clearly enjoy their relationships with children and their families. All areas of the nursery are used to create a rich plethora of exciting, worthwhile and stimulating activities to extend, encourage and challenge children's learning. Children are very happy and there is a happy buzz of activity, songs and laughter throughout the nursery. The reflective planning is meticulously evaluated by staff to ensure that children are offered a range of rich experiences in all areas of learning.

Staff make sensitive, observational assessments of children and use these to set their next steps. Children's drawings, photographs and pictures are gathered throughout their time at the nursery. These are then collated to show each child's unique progress. Staff have implemented the progress check for two-year-old children. This means they can work with parents to identify or address any concerns at an early stage.

All children are cared for with great affection. Consequently, they feel secure, extremely happy and confident. Young babies are cared for in an exemplary way. They build up excellent relationships with staff, which ensures their emotional well-being is assured.

Children's early communication skills are extremely well supported through high quality adult-child interactions. Babies learn to handle books and press buttons on books in preparation for reading and storytelling activities. The quality of toddlers' learning experiences is enriched as staff develop activities based upon the needs of the individual child. For example, children play in open space and have many opportunities to continually test their developing physical skills. Toddlers enjoy action songs, nursery rhymes and exploring materials, such as play dough paint and glue. They are supported by staff who name colours for them while the children enjoy making marks.

Many play activities and experiences promote children's awareness of their senses. For example, children enjoy feeling the varying textures of sand, paint, jelly and water, listening to the different sounds made as they play with musical instruments and experiencing the delightful lights and resources in the sensory room. Children in the pre-school room experiment with different substances, such as custard, butter and shaving foam, to establish which makes them go faster on the slide. They learn about the natural world by watching the 'live eggs' hatch into chicks. Staff actively help the children learn about the society in which they live and the wider world. For example, celebrations of festivals are built into the planning. To celebrate Chinese New Year, children took part in food tasting using chop sticks, looked at Chinese script and listened to Chinese music. They visited the pet shop to look for the animals on the Chinese calendar. The home corner is a super stimulus for children's imagination and creativity. It has been a space station, a teddy bear shop and a den.

Children have plenty of opportunities for physical activities and fresh air throughout the day. They have a range of activities on offer to develop all aspects of their physical development. For example, they balance on the tyres and crates, build dens, make large art creations on the tarmac using powder paints and plastic bottles filled with water, and whizz up and down on the ride on toys. Children learn about the community around them because they take regular walks around the camp, go to the local parks where they enjoy a different range of apparatus and travel on the mini bus to the library. Consequently, the wide ranging experiences, skillfully used by staff to constantly challenge children, enable children to make exceptional progress.

The contribution of the early years provision to the well-being of children

Children feel safe, secure and have a strong sense of belonging. They are supported by staff who believe that giving children freedom to play independently and to discover the world is crucial to their development and happiness. The commitment and dedication demonstrated by the whole nursery team enable them to offer an outstanding standard of care to all children. Children clearly thrive and make consistent progress across all areas of learning. This is because the nursery has developed strong practices and procedures for planning, assessing and promoting children's learning. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised and that all children are well integrated and achieving to their full potential.

The key person system supports children well to develop warm, secure attachments which

promote their confidence and happiness. For example, a child wakes from sleep and is comforted and cuddled, spoken to gently and reassured. Children forge great friendships with each other and the staff, and children's behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn the consequences of their actions. Children are continuously and sensitively reminded about their own safety and that of their friends, for example, not running inside or to be careful when the outside area is wet. Staff know the children very well and are very particular about meeting their individual needs. Children have a shoe box, in which they place special photos and items, and this is used as a link to home. This is especially important as many of the parents are on active service. Throughout the year staff ensure that cards and pictures the children have made are sent to parents who are deployed overseas. Young children are obviously very attached to the staff, approaching them confidently and with much affection. Staff scoop the children up for a cuddle and as a result babies and young children show an exceptionally strong sense of security.

Children's health and welfare are extremely successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines. They automatically wash their hands before eating explaining that they were dirty and that soap is needed to wash away the germs. Younger children's nappy change routines are hygienic and sensitively managed. For example, a staff member chats to a baby during nappy changing, describing the mobile above and making it jangle. Older children are supported during potty training and the nursery works in partnership with parents to achieve a successful outcome.

All children enjoy an excellent diet of fresh food which is lovingly prepared each day. Menus are based on seasonal produce to maintain quality. Menus are continually under review to ensure the food is appealing to children and nutritionally balanced. Children's physical development is a strong focus for the nursery and, as a result, it is supported extremely well. Children enjoy keep fit sessions using their imagination through the medium of dance and yoga, have use of a large hall and have plenty of opportunities to play outside.

The effectiveness of the leadership and management of the early years provision

The nursery demonstrates a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the staff ensures that children's welfare is prioritised. All staff attend safeguarding training and are aware of the contact numbers for reporting concerns should they occur. Extensive recruitment and vetting procedures, including the induction of new staff, ensure that staff are suitable to work with the children and a rolling programme of training builds on staff's childcare knowledge. The identity of visitors to the setting is rigorously checked and their presence is recorded in the visitor's book. Children's well-being is significantly enhanced by the exceptional organisation of the nursery and the comprehensive policies and procedures in place. For example, staff regularly practice the emergency fire drill with the children. All

areas of the nursery are checked on a daily basis to maintain safety. Comprehensive risk assessments are regularly carried out, including on procedures such as nappy changes and any outings that take place.

The nursery provides a high quality, stimulating environment which is exceptionally conducive to children's learning. This ensures that children's progress in relation to their starting points is consistent. Resources are exceptionally well organised and children are encouraged to self-select and make independent choices from an extensive range of high quality resources in low-level storage. Children are offered exciting learning experiences and excellent use is made of the outside play area all year round. For example, children play in tepees and there are pans, filled bottles and sponges hanging on the fences. Children learn from playing in the digging areas and from the shapes and numbers they can see. However, there is scope to further extend children's understanding of the alphabet outside to continue to promote children's literacy skills.

The nursery manager provides strong leadership to a staff team that is well motivated and enthusiastic. Staff work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs are effectively met. The staff's dedication to maintaining trusting and professional relationships with the parents and other settings ensures that children's care is consistent. Parents and carers are very well informed about all aspects of their children's achievement, well-being and development and are fully included in the assessment process. They receive daily information about their children's day and are invited to regular parents' meetings to discuss children's progress in more detail. Staff provide folders for parents to take home. These contain useful hints, tips and resources to help parents continue children's learning at home, for example, the recipe for making play dough or a story to share with their child. In addition the children can take the nursery teddy bear home for the weekend, recording its adventures with their parents to tell the other children when the teddy returns to nursery. Parents are encouraged to have a very open relationship with the staff and management team who make themselves readily available to talk to them at all times. Parents are encouraged to contribute to their child's learning journey folders through 'WOW' stickers and writing comments in the section 'at the weekend?.' Parents spoken to on the day of the inspection are exceptionally pleased with the care and education their children receive. All practitioners are highly committed to forging meaningful relationships with parents/carers, agencies, professionals and settings involved in the children's lives.

Staff at the nursery have very high aspirations for the quality and care the nursery provides. The management team are infectiousy enthusiastic and the staff genuinely aim to provide consistently high standards of care. This means that they continuously evaluate their practice and make changes to improve the outcomes for all children and parents. Self-evaluation at all levels reflects rigorous monitoring and analysis of what the nursery does well and what it needs to improve. As a result actions taken have had an outstanding impact in bringing about sustained improvement.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY241696
Local authority	Wiltshire
Inspection number	847024
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	64
Name of provider	Tidnbul Garrison Early Years and Play Committee
Date of previous inspection	24/10/2008
Telephone number	01980 632 743

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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