

Harlequin Day Nursery

Spa Road, WITHAM, Essex, CM8 1NA



Inspection date	17 February 2016
Previous inspection date	6 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The enthusiastic manager and her staff team strive to provide a high quality of care for children. Following a recent change to the company structure and rigorous self-evaluation early positive change is evident. High priority is placed on staff training, partnership working and further enhancement of the already welcoming environment.
- Well-qualified staff demonstrate strong teaching skills and have high expectations of all children. They provide a wide range of interesting activities to consistently challenge children and support their very good progress.
- Children are making rapid progress in their speech and language development. Staff benefit from skills acquired at recent training; they use a variety of questioning techniques, clear pronunciation as they introduce new words, and make good use of opportunities to listen to and engage children in meaningful discussion.
- The effective key-person system supports children's emotional well-being as they join the nursery. Key staff gain detailed information about each child and their family, and use this to tailor the individual support and care that they provide. Children are secure, settled and show warm attachments through their interactions with staff.
- Parents are very happy with the care provided. The manager continues to introduce new strategies to build on these successful partnerships. Children enjoy sharing their home experiences with Gary the toy gorilla based in the nursery. Daily diaries are used to keep parents informed of the children's activities and their response to these.

It is not yet outstanding because:

- Detailed action plans are in place. However, management has not yet fully reviewed the impact of these on children's learning and development.
- Staff do not make the best use of everyday opportunities to reinforce children's growing understanding of how to maintain a healthy diet and lifestyle.

What the setting needs to do to improve further

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

- review the impact of current improvement plans being implemented, using the information to target further improvements to the quality of teaching and learning
- make better use of opportunities to develop children's good awareness of healthy practices, extending their growing understanding of leading a healthy lifestyle.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and held discussions with the manager and some other members of staff.
- The inspector held a meeting with the nursery manager, regional manager and assistant national head of Early Years. She looked at relevant documentation, such as, the nursery's self-evaluation, action plans, policies and children's files.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views.
- The inspector saw evidence of the suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust safe recruitment procedures ensure the suitability of all adults working with children. In addition, a high percentage of staff have completed first-aid training and know the prompt action to take in the event of an emergency. The committed team ethos means that all staff take on dedicated roles and responsibilities across the nursery. This contributes to the smooth running of the provision and continually defines and enhances the areas of learning for children. The manager closely monitors the practice of her staff to identify further training needs and maintain their very good quality of teaching. Furthermore, she reviews the overall progress of children within each room and across the nursery. This helps her to develop the educational programme and ensure their continued good progress.

Quality of teaching, learning and assessment is good

Children relish their time in nursery and show reluctance to leave. Babies wave their arms and legs in excitement when faced with new experiences. Older children are enthused and show curiosity and imagination within their play. For instance, they collect wood and use a large pan to assemble their 'stick lasagne' for lunch. They later collect treasure within the stimulating outdoor areas. Staff skilfully adapt activities to include all children. One of the ways they achieve this is to support young babies to sit around the tray with older children. They provide smaller resources for them to explore the sensory experiences, such as jelly play. Children demonstrate their mathematical skills as they use positional language and complete simple sums. They attempt to write their own name and focus on letters and sounds, demonstrating their emerging literacy skills. Staff know the children they work with well. They accurately assess their level of development through regular observation and take account of preferred learning styles to inform their planning. This helps to ensure any gaps in learning are swiftly identified and reviewed. Staff recognise the importance of working with other professionals and benefit from the available onsite support and expertise.

Personal development, behaviour and welfare are good

Children behave well, follow instructions with ease and take pride in the regular praise that staff provide. They persevere with activities to reach their intended goal with the knowledge that they can gain immediate support if needed. Staff encourage children's independence. Children competently manage one-handed tools and attempt to dress themselves, showing particular skill with zips. Children have many opportunities to develop their physical skills. Young children take part in whole-body painting and older children freely choose to play outdoors to climb apparatus or pedal bicycles. They move freely between the rooms as they negotiate their developing relationships. Staff teach children to be respectful and responsive to the needs of others.

Outcomes for children are good

All groups of children make very good progress from their starting point assessment. They develop a positive attitude to learning through the rich experiences staff provide and gain the essential skills needed in readiness for school.

Setting details

Unique reference number	EY371927
Local authority	Essex
Inspection number	849733
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	37
Number of children on roll	84
Name of provider	4 Children
Date of previous inspection	6 January 2009
Telephone number	01376 535275

Harlequin Day Nursery was registered in 2008 and is one of a number of nurseries run by 4 Children. It is part of a children's centre. The nursery employs 14 members of childcare staff and a full-time cook. Of these, 11 hold appropriate early years qualifications at level 2 or above and the manager has gained Early Years Professional status. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions and wrap-around care is available for children of school age. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those with special educational needs.

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