

The Haven 2000 Nursery

Inspection report for early years provision

Unique reference number	219187
Inspection date	22/07/2009
Inspector	Kelly Eyre
Setting address	78 Clapham Road, Bedford, Bedfordshire, MK41 7PN
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Haven 2000 Nursery opened in August 2000 and is privately owned. It operates from a converted residential building close to the centre of Bedford. A slope to the side entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday throughout the year, except for one week at Christmas and two weeks prior to the August Bank Holiday. Sessions are from 07:00 to 18:30. The setting also offers holiday care for children aged five to eight years old who have siblings at the setting. The setting is registered on the Early Years Register to provide 45 places and there are currently 46 children attending who are within this age group. The nursery serves Bedford and the wider neighbouring areas. A small number of children attend other settings such as other nurseries and pre-schools. The nursery currently supports a number of children with learning difficulties and/or disabilities and several children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are nine staff members. Of these, seven hold relevant childcare qualifications and one is currently attending training.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Managers and staff conscientiously evaluate all areas of the setting, giving them an informative overview of their strengths and weaknesses. They develop comprehensive action plans, enabling them to provide a service which is highly responsive to the needs of all children. The setting's overall commitment to children's rights underpins their inclusive ethos, ensuring that individuals are nurtured and respected and children are encouraged to recognise and celebrate differences. Children make excellent progress and are offered sensitive support so that they are included and gain the maximum benefit from all activities and opportunities. Further key strengths of the setting are the commitment and dedication of staff at all levels and the excellent planning to ensure that children are consistently offered an extensive range of activities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the use of the outdoor play area to offer children further opportunities.

The leadership and management of the early years provision

Staff and managers are highly skilled, enthusiastic and committed, creating a positive environment and enhancing children's daily experiences. The consistent implementation of practical policies supports the efficient running of the setting and ensures that children are cared for in a safe environment. Highly effective safeguarding policies are in place, ensuring that children are protected and their welfare is promoted. For example, training relating to safeguarding children is regularly updated and there are robust procedures to ensure that staff are suitable to work with children.

Comprehensive and honest self-evaluation means that staff and managers are aware of areas for improvement. They seek feedback from parents and children, actively utilising this information to develop plans which lead to improvements for children. Recent changes have included the review of assessment procedures, which has enabled staff to spend more time with children and to offer activities which directly reflect children's individual needs. The setting's genuine aim of promoting the best opportunities for each child means that all staff continuously review and update their training and knowledge.

The comprehensive procedures for assessing and monitoring children ensure that their progress is accurately recorded and their individual development promoted. The setting is committed to developing and maintaining excellent partnerships with parents, schools and other nurseries. This ensures that children's care is consistent and they are always offered appropriate support to enable them to make excellent progress. For example, the setting has made sure that they are aware of the learning programmes followed by local schools, enabling them to introduce these methods into their own practice and thus aid children's transitions to school.

The quality and standards of the early years provision

Children make excellent progress because they are offered an extensive range of activities that reflect their individual needs and interests. This is underpinned by practical assessment procedures that enable staff to develop individual plans for each child. Staff are highly skilled in encouraging children to initiate their play, whilst offering them sensitive support and encouragement. This promotes children's confidence and they are eager to explore and are active in their own learning.

Excellent settling-in procedures mean that children build secure relationships with staff. Comprehensive systems for exchanging information ensure that staff are fully aware of children's routines and preferences, actively using this information to inform activities and routines. Exceptionally skilled staff mean that children are included in all activities and routines and thoroughly enjoy their time at the setting. An example of this is story time with the very youngest children and babies; the

staff member skilfully maintains children's attention and they are completely captivated as she reads, sings and signs, laughing and giggling as they join in with the animal noises and pretend to smell the flowers in the illustration.

The thoughtful provision and attractive displaying of resources means that children are able to see these and make choices about their play. Resources are in accessible containers and are labelled with photographs of the contents and a written description, which is repeated in several languages to reflect the home language of each child in the room. The careful planning and inclusion of external services mean that children are offered an extended range of opportunities. For example, they discuss a recent visit from a 'visiting zoo', remembering the animals they held and proudly showing the books they have made to illustrate this. They also join in enthusiastically in specialist physical play sessions, where they learn skills such as controlling a ball by pushing, patting, throwing and kicking. Children are encouraged to use their mathematical skills to solve simple problems. An example of this is story time, where older children are offered the choice of two stories and vote for their favourite, using their fingers to help count the number of votes and then discussing concepts such as 'more than and less'.

The very good use of outdoor facilities means that children are offered a wide variety of additional experiences. For example, they enjoy using the outdoor play area to dig for mini beasts, explore the static play equipment and learn new skills such as playing tennis. Children's independent choice is promoted as they choose their resources and adapt the equipment, for example, making home bases under the climbing frame and including this in their role-play scenarios. However, the outdoor area is not fully utilised to offer children the optimum range of activities.

Children's self-esteem is promoted and they are able to communicate because their home language is highly respected. Staff take great care to find out about this, using key words in the child's language and alternative communication systems such as Makaton signing. All children are encouraged to sign; they sing the setting's 'hello song' in children's individual languages and thoroughly enjoy looking at the thoughtful books made by staff which depict each of the children and their families. Their self-esteem is further promoted because their conversations and contributions are genuinely valued and all opportunities are utilised to extend their learning. All displays are made up of the children's own work and these demonstrate their understanding. For example, older children used junk modelling materials to make models of bees, incorporating these into a display which also illustrates shapes such as hexagonal honeycomb shapes.

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

Leadership and management

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

Quality and standards

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met