



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219187

DfES Number: 537000

INSPECTION DETAILS

Inspection Date 21/03/2004
Inspector Name Kelly Eyre

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Haven 2000 Nursery
Setting Address 78 Clapham Road
Bedford
Bedfordshire
MK41 7PN

REGISTERED PROVIDER DETAILS

Name The Haven 2000 Nursery LTD 3852692

ORGANISATION DETAILS

Name The Haven 2000 Nursery LTD
Address 78 Clapham Road
Bedford
Bedfordshire
MK41 7PN

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 Haven 2000 Nursery opened in August 2000. It operates from a Victorian three storey building situated close to the town centre, on the edge of the Poets area of Bedford. It serves Bedford and the wider neighbouring areas.

There are currently 83 children from six weeks to eight years on roll. This includes 26 funded three year olds and five funded four year olds. Children attend for a variety of sessions. The setting is able to support children who have special needs or who speak English as an additional language.

The nursery opens five days a week all year round, except for one week at Christmas. Nursery opening times are from 07:30 to 18:00. The setting also offers holiday care for five to eight year old children and this provision is open daily from 08:00 to 18:00 during each school break.

Thirteen full-time staff and three part-time staff work with the children. Ten staff have recognised early years qualifications and six staff are currently working towards these qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Haven 2000 Nursery provides good quality care for children. They are well organised and have a practical Operational Plan, enabling them to make the best use of staff skills and experience. This means they are able to offer children a variety of activities that are both stimulating and good fun. There is a wide range of toys and resources to interest the children, with staff using their experience and knowledge to make sure that all can participate in the opportunities offered and gain as much as they can, on both an educational and social level. Staff and nursery managers show a genuine interest in all the children, spending time getting to know them and understanding their needs and individual personalities.

Well documented policies and procedures mean that staff always act in the best

interests of the children. There are clear and consistent strategies for managing behaviour and children always know what is expected of them. They respond well to the staff and show a good level of care and understanding for each other. Their health and safety are given high priority and procedures are reviewed regularly to ensure the continuing safety of staff and children. The nursery has received the 'Under 5's Healthy Eating Award'. They aim to provide healthy and nutritious food and are able to cater for special diets.

Staff have good relationships with parents and have created a welcoming environment. Parents are given clear information about the nursery in a handbook and then kept up to date through diaries, regular newsletters and parents evenings.

All paperwork is in place and up to date so that individual children's needs can be met. Staff are well supervised and are encouraged to attend further training to develop their practice. This creates a positive atmosphere, enhancing the care provided for the children. Nursery managers are committed to furthering the development of the nursery and extending the opportunities and care they offer.

What has improved since the last inspection?

At their last inspection, the nursery was asked to look at procedures relating to child protection and special needs. Staff have attended relevant training and policies are now in place and are in line with local and national guidelines, thus promoting the welfare of the children and improving the care offered. They were asked to make some improvements regarding health issues. These issues have all been resolved, with clear guidelines to staff about hygiene practices in the kitchen, fridge temperatures are monitored and ventilation in the baby room has improved, all ensuring that children's health is further promoted by the setting.

The nursery was asked to look at staffing issues relating to recruitment and supervision of staff. The recruitment process has been revised and all managers are now involved in this. Staff receive regular formal appraisals and nursery managers operate an 'open door' policy. Staff are aware that they can approach managers at any time. These improvements mean that staff with appropriate skills are employed and receive regular supervision, enabling them to feel positive and secure in their employment. Improvements have also been made to the registration system and the policy for lost or uncollected children, enhancing the safety of the children whilst in the nursery.

What is being done well?

- Good procedures for recruiting, supervising and training staff and a well planned staff rota system mean that staff feel secure and valued. This ensures that children receive consistent care of a high standard and that individual staff members can develop their skills and practice.
- A wide range of activities are planned in line with the appropriate curriculum for each age group and staff record individual children's progress and achievements, ensuring that all areas of development are promoted.

- Staff are genuinely interested in each child and demonstrate their affection appropriately. They spend time getting to know the children and use this knowledge of individual children when planning activities and also in ensuring that all children are able to participate. This interest and knowledge of each child also extends to nursery management who take time to keep up to date with their progress and development.
- There is a wide range of toys and resources. Good staff interaction ensures that children use the toys to the full extent, for example, children are given the opportunity to play independently but staff join in with play at appropriate times. They make good use of open questions and suggestions to extend the play experience.
- The children's health and safety are given high priority. A range of practical policies and procedures promote this. These are well understood by all staff and are reviewed regularly. Nursery managers ensure that staff always have the correct materials and equipment to carry out all procedures.
- Nursery staff and management work hard to promote good relationships with parents. They are given clear information about the setting from the start and are kept very well informed through daily or weekly diaries, newsletters, parents evenings, regular reports, social events and the extensive use of notice boards around the nursery. Staff are sensitive to parents needs and encourage them to discuss any concerns as they arise.

What needs to be improved?

- the procedure for reviewing and recording practice development
- the procedures relating to child protection and the review of minor safety details
- the provision of a wider range of toys during non-structured play time

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
2	develop a process to record the review and evaluation of procedures and development so that this can be tracked and monitored in order to influence future planning and policy development
3	ensure that children can easily access a range of toys and play materials during time allocated for non-structured activities
6	review safety measures on the top floor to ensure that stair gates are fitted securely, the fire extinguisher is secured to the wall bracket and cleaning materials are not left within reach of children
13	continue to develop the child protection procedures to include clear guidance to staff regarding the signs of abuse or neglect, recording and monitoring, support provided by management and procedures to be followed in the event of allegations of abuse or neglect

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

How effective is the nursery education?

The provision for nursery education at Haven 2000 Nursery is good. Children are making generally good progress towards all of the early learning goals.

The quality of teaching is generally good with many positive features. Most of the staff have a comprehensive knowledge of the early learning goals and they plan and deliver a well thought out curriculum which is stimulating, and promotes development in all areas of learning. The staff interact supportively with the children to promote confidence. They praise and encourage the children and behaviour is good. The space is organised well into the six areas of learning. Each of the three base rooms provides input into two of these areas. As the children move from room to room they have daily access to all six areas of learning.

Planning and assessment records appropriately reflect the early learning goals. However the plans do not contain sufficient guidance for some staff. The informal assessment of the children feed planning effectively but this is often by word of mouth. Support is in place for children with special needs and who speak English as an additional language.

The leadership and management is generally good. All staff are clear about their roles and responsibilities and work well together as a team. There is a good commitment to training and an active willingness to share knowledge. The staff are encouraged to express their views which are valued by the management team. There is a clear management systems in place to monitor and evaluate staff's personal development and training requirements.

The partnership with parents and carers is very good. Parents talk informally to staff daily and the key worker system is effective, The parents are kept well informed by newsletters, notices, record books and regular meetings to update them of their child's progress. Sessions have also been offered to parents to inform them of the early learning goals.

What is being done well?

- Children are caring, considerate and well behaved. They form good relationships with both staff and other children. Staff promote children's confidence and self esteem.
- Children are very confident at using numbers and have a good understanding of mathematical language such as under, over, in, out, next to and beside.
- Children have good listening skills and work well in both small and large groups. Children learn the letter sounds and how these link to form words. They have a genuine appreciation of the use and makeup of books and are able to communicate their knowledge and enjoyment of stories.

- Staff are friendly, approachable and relaxed. They have good relationships with the children and use effective questioning to encourage children to think for themselves and to extend the learning experiences.
- Parents are welcomed into the nursery and receive regular information on the educational provision (including elg session for carers) and their own child's achievements.

What needs to be improved?

- presentation of written plans, to ensure that they contain sufficient detail for staff to know what children are expected to learn, and produce a more thorough assessment system
- provision for children to regularly experience practical activities which involve basic addition and subtraction, design technology, and shape recognition
- provision for children to observe the written word around the nursery and to use it purposefully during play activities
- the opportunity for children to take part in regular, planned activities outdoors

What has improved since the last inspection?

This is the group's first inspection since registration. The management have established a effective induction system and have an ongoing commitment to training and their future goal of becoming an assessment centre

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing confidence, concentrate well and have a good understanding of routines. They are aware of their own needs and feelings and they show care of others. Behaviour is good. However, more emphasis should be put on building confidence to withstand routine changes. The children are aware of cultural diversity and enjoy the celebrating of festivals, both world wide and traditional. This is also covered through creative and activity work and special visitors. (zoo worker)

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are good. They interact with each other and discuss both real and imaginary events, often taken from favourite stories or family events. Vocabulary is good and few opportunities are lost to extend the children's appreciation of the written word. Letter sounds are taught during the day in a fun way and children form letters particularly when writing their name on their work. More use could be made of labelling in the rooms and in the play situation.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are competent at counting and recognising numerals up to and beyond 20. They use number in structured activities and in general play, such as dialling 999 for the fire brigade. Mathematical comparative language is encouraged through practical activities such as building, sand and water. Children are being introduced to simple calculation but more opportunities are needed. Children can recognise simple shapes but have few opportunities to extend their knowledge of more complex ones.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about living things and seasons through their planned activities such as seed propagation and mini-beasts. They can design and make models using 'mobilo', but more use could be made of other mediums such as junk modelling, to test design ideas. IT skills are very good and they can use the mouse proficiently. They gain knowledge of technology through play items such as tills and phones. They talk about the past events, trips taken, festivals celebrated and weather encountered.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of small and large equipment confidently and show a good awareness of space such as lining up for an event or sitting on the carpet and forming circles. Children enjoy musical activities and can scoot, ride a bike, climb, and jump. Outdoor activities are usually recreational and planning could be improved to include developing physical skills. Hand-eye co-ordination and fine motor control are developing well by using tools to cut, spread, mix, and make marks.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour as they paint, print, and make marks. Impromptu painting sessions, allowing children to mix colours, are much enjoyed. Children develop role play scenarios and use small world items to express their imagination as they play shops. They use their senses through planned activities such as exploring the basil plants, smelling, tasting and feeling. The children are familiar with a variety of musical songs and rhymes.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- review the presentation of written plans particularly the short term plans, to make clear what children are expected to do and learn: ensure that observations and assessments are thorough and used to identify what the next stage of each child's individual learning is.
- review the organisation of activities to allow children to experience practical activities which involve basic addition and subtraction, design technology, and shape recognition
- review the provision to enable children to experiences the written word around the nursery (labels) and to use it purposefully in play situations
- review the planning to provide opportunity for children to take part in regular physical activities to improve their skills

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.