

The Haven 2000 Nursery

78 Clapham Road, Bedford, Bedfordshire, MK41 7PN

Inspection date	27/08/2014
Previous inspection date	22/07/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children are very happy, self-assured and confident. They benefit from a highly motivated, dedicated staff team, who know the children well and provide excellent care and education.
- The quality of teaching and learning is exceptional as staff have an excellent knowledge of how children learn. This is supported through precise, accurate assessment and planning for individual children to ensure they make outstanding progress.
- Children are extremely safe in an environment that is secure and stimulating. Staff demonstrate an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The leadership and management are extremely strong. They consistently review and evaluate their practice and the learning experiences they provide. The extremely well-motivated staff team work exceptionally well together to ensure all children thrive and enjoy an outstanding learning experience at all times.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities both indoors and outside play areas.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records and planning documents.
The inspector checked evidence of suitability, qualifications of staff working with children and a range of other documents, including the safeguarding procedures, the self-evaluation and action plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jill Hardaker

Full report

Information about the setting

The Haven 2000 Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Bedford and is privately managed. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, nine at level 3, two at level 6 and two are unqualified. The manager holds Early Years Professional status.

What the setting needs to do to improve further

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

- enhance the outstanding communication with parents further, for example, by ensuring all newsletters and dates of events on the website are up to date and current.

Inspection judgements

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

Teaching and learning are outstanding because staff have very high expectations and understand how children learn. Children have access to a wide variety of toys and resources that cover all seven areas of learning in both the indoor and outdoor environments. Resources for babies are stored on open shelves and there are many areas for them to explore. Staff support them very well as they play and explore, as they understand how babies learn and develop. For example, a wide range of natural materials and unusual objects are available in an open tray. Babies spend a considerable amount of time placing wooden curtain rings on mug trees, developing their hand-eye coordination and spatial awareness. This gives them sufficient time and space to become engrossed in their play and fully explore to their satisfaction. All children make excellent progress in their learning and development. Effective deployment of the staff enables them to be readily available to support children, in order to extend their learning and the quality of teaching is excellent. They support, challenge and inspire children to become active, independent learners. As a result, children are well prepared for any future learning, for example, in school. Staff are skilled in extending children's learning and understanding of concepts. This is because they effectively ask open-ended questions to encourage children to think. For example, as children build a train track, staff ask, 'How long is the track?' and

'Where is the train going?' Children talk about going to London and to the beach. The staff members effectively questions them about places and countries they have visited. This not only develops their thinking skills, but helps them gain an understanding of the world. Children's mathematical development is extended in many varied ways, such as role play. Children playing shops and restaurants begin to understand the value of money as they price items and use coins to count. An activity in the pre-school room where children grow beans is an excellent example of how to promote mathematics through a real life experience. Children count the seeds as they plant them, they measure and record the height of the beanstalks as they grow. When the beans are ready, they pick and gather them into bundles of 10 and set up a stall to sell them to the parents. They talk excitedly about the money they make and how the manager will send it to the nursery's nominated charity. Therefore, children demonstrate high levels of skill in many areas. Children are able to write words and draw pictures with precise details. These are valued and respected by the staff as they use them for displays and signs around the room and for rule books for their favourite games.

The experienced and dedicated staff have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Accurate and precise tracking systems, including the progress check for children aged between two and three years, ensure that their development is closely monitored. These are shared with parents, carers and other professionals, such as specialists at the local children's centre, when necessary. Consequently, all children are effectively supported and early intervention is sought in a timely fashion. Parents state they are extremely well informed about their child's progress. They frequently contribute to development records and are aware of how to extend children's learning at home. Daily conversations with the key person and open door policy of the nursery ensure parents are very well informed of the child's day at nursery. Regular emails, parent consultations and workshops ensure parents have an excellent knowledge of their child's learning and development. These highly effective exchanges enrich children's learning, enabling parents to feel part of their children's daily experiences.

The nursery supports the learning of children with special educational needs and/or disabilities and those, who speak English as an additional language extremely well. Staff ensure signs around the nursery, which reflect the many languages the children speak. This is further extended through the wide variety of dual language books available to children. Consequently, many children are developing speaking and listening skills effectively in two languages. Individual development plans in use for babies and children with special educational needs and/or disabilities ensure all children are involved in all the outstanding experiences on offer. The highly effective use of questions enable children to think critically and solve problems. As a result, the older children hold very effective and sustained conversations with their peers. For example, the children in the pre-school pretend to be camping, discuss what areas of the room they will use for their campsite. They show high levels of negotiation skills and respect each other's contributions and ideas. Consequently, they play cooperatively together. Staff promote lots of communication and language opportunities as they enthusiastically share in children's experiences. In the baby room, they engage with the babies playing with farm animals. Babies laugh as the staff make animal noises and they try to copy. As this interaction continues, babies show their developing early language skills as they begin to find their

voice. Staff encourage them to feel the hay and grass as they describe the colour and texture. As a member of staff gently rubs the grass on a child's cheek, they smile and relax on her lap. Consequently, children's sensory exploratory impulses are heightened and learning is extended.

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

Children are extremely happy and enjoy their time at the nursery. The time all the children in the nursery spend together outdoors is especially enjoyed. The older children show care and concern for the younger ones as they bring them toys to play with. Children pour water into cups ready for when their friends want a drink. Consequently, children are very effectively learning how to be kind and considerate to each other and build effective friendships. Staff use the outside area very well to promote children's physical development. Equipment is provided to enable children, to ride, jump, climb and balance. Children are encouraged to work together to build obstacles courses, they negotiate and find extra resources to complete the task. They are allowed to take risks in their exploration and are supported where necessary by very attentive staff. Consequently, they are rapidly developing skills in knowing how to keep themselves safe. Staff actively use the outside areas to enhance children's enjoyment of the natural environment. As they plant flower bulbs and vegetables, children learn how plants grow. Staff promote healthy lifestyles by providing freely available water at all times and healthy food. All children from babies through to pre-school are encouraged to be independent at mealtimes. The nursery provides a nutritious menu that meets the cultural and dietary needs of all children. They are developing excellent social skills, which prepares them for experiences in the wider world, such as school.

All staff have high expectations of behaviour and they are consistent in their approach. As a result, children's behaviour is excellent and effective friendships are being made. Staff are good, positive role models. They show respect for the children and support them extremely well. Consequently, children feel emotionally secure and they are extremely confident, independent and self-assured individuals. Children develop exceptionally strong bonds with their key person and the staff team. The detailed information gained from parents as children start at the nursery is available to all staff. Therefore, staff support children's individual care needs to a very high standard. Babies' individual routines are prioritised and each is known to the staff in the room. Consequently, babies are extremely happy and settled in the nursery.

Parents of children with English as an additional language speak highly of the support they receive from the nursery. The child's key person learns special words in the child's home language. This enables children to feel secure. Children learn about their own and other's cultures and language as they celebrate special days and festivals. Therefore, children learn to recognise and respect each other. Children requiring additional support to achieve are extremely well supported, so they can fully participate in all activities. Visual timetable and prompts are used to support children to understand the routine of the day. Excellent links with local schools ensure children are very well prepared for the move when the time comes. Children are excited as they talk about their new school and teacher; staff actively encourage these conversations. This effectively promotes their development and readiness

for the next stage of learning.

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

The highly motivated managers and staff team demonstrate a strong drive and commitment to maintain the already excellent standards of care and education they provide for the children. All staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they have about a child. Most of the staff have a current paediatric first-aid qualification. Thorough risk assessments and excellent understanding of staff regarding children's needs means that they are extremely safe and secure.

The manager has an excellent knowledge of the skills of her staff and she gives their professional development high priority. Regular discussions, appraisals and high quality supervision means that staff are constantly improving the already outstanding practice. The impact of this is evident in the nursery as staff evaluate their practice and strive at all times to give exceptional service to the children and parents. Monitoring of children's education, learning and development is consistent and robust. The planning schedule for each child clearly shows how their interest, development and achievements feed into the planning for their next step in learning. Consequently, all children are making excellent progress in their learning and development given their starting points.

Staff work extremely well with parents to ensure children's individual needs are exceptionally well met. Parents speak very highly of the provision and feel they are given excellent support by the staff. Those spoken to at the time of inspection talked about how much they value the excellent learning experiences their children take part in and how they recommend the nursery to others. There are many opportunities available for the flow of information between the nursery and the parents, including emails, newsletters and discussions at drop-off and collection times. This could be developed even further by ensuring all information for parents on the website is up to date. Partnership working with other agencies and professionals, such as the local authority, physiotherapists, speech therapists and staff based in local schools, is excellent. They visit the nursery and information is actively shared, so that any additional support is implemented to aid children's learning and development. The manager has excellent relationships with the local schools. She writes to each school, which the children are moving to, introducing herself and inviting teachers to visit the nursery. She collects pictures of the different areas of the schools to share with children and parents. This ensures that the transition is managed exceptionally well. Teachers visit the nursery to meet the children and to observe the outstanding learning opportunities they take part in. The nursery shares a detailed transition summary of children's achievements with these settings to ensure all children benefit from continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	219187
Local authority	Bedford Borough
Inspection number	854516
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	77
Name of provider	The Haven 2000 Ltd
Date of previous inspection	22/07/2009
Telephone number	01234 353566

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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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