

# Haven Day Nursery and Creche



Haven Early Years Centre, Harris Road, Bridgemary, Gosport, Hampshire, PO13 0UY

<b>Inspection date</b>	19 August 2015
Previous inspection date	24 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The exceptional leadership team effectively ensures the very safe and smooth running of the nursery and creche. Management follows highly effective employment, induction and supervision procedures. This means all staff have an excellent understanding of their roles and responsibilities, and know how to safeguard children.
- Management and staff are committed to providing a fully inclusive service and this is at the heart of all they do. Staff provide a safe environment for all children regardless of their age, ability or background.
- The nursery's inspirational leadership team is highly effective in driving improvement and shows an uncompromising commitment towards achieving excellence in all areas. This has a very positive impact on developing staff practice and the activities provided to support children's learning.
- An exceptionally well-established key-person system helps children to form very secure attachments with staff. This promotes children's emotional well-being extremely well and provides a very strong base for their learning. Staff meet children's physical needs highly effectively.
- The quality of teaching is outstanding across the nursery. The well-qualified staff assess children's levels of development meticulously and provide an exceptional range of first-class learning experiences. As a result, children are highly motivated, eager to explore and make excellent progress in their learning from their starting points.
- Management and staff form highly successful partnerships with parents, other professionals and early years providers. This ensures all children are included and staff meet their individual needs very well, including those with special educational needs and/or disabilities and those who are learning English as an additional language.

## What the setting needs to do to improve further

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

- increase opportunities to extend children's already excellent early reading skills and interest in books in the under three's nursery to further support their literacy development.

### Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the room leaders and one of the managers.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records and safeguarding procedures.
- The inspector had discussions with the nursery management team and staff. She spoke with children and parents to gain their views about the nursery.
- The inspector held discussions about the nursery's self-evaluation, action plans, partnerships with parents, and about how staff work with other professionals and early years settings.

### Inspector

Jacqueline Munden

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff have an expert knowledge of how children learn and use every opportunity to extend children's learning. They provide a highly stimulating and extremely well-organised environment which sparks children's interest and enables them to initiate their own play and use their own ideas. For example, children decided to make a pond. Staff asked questions to encourage children to think about what they needed and how to solve the problems that occurred. The children decided to add a bridge over the pond and collected various pieces of wood to make it. Staff encouraged them to experiment and to test which was the strongest to increase children's understanding and learning even further. Staff help children to develop their communication and language skills through their excellent interaction. They model language and build on children's vocabularies at all times. For example, they explain to babies who were exploring sprigs of plants, that they are lavender and rosemary. Parents are fully included in their children's learning and often borrow resources, such as books, to help them continue building on children's literacy skills at home. However, these resources are not made as consistently available to parents of younger children.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff use very effective methods to get to know and support children and their families from the start. Young children have their daily care needs met by their main carer, such as nappy changes and feeding. This supports their emotional security and their self-esteem very effectively. Children develop an excellent awareness of keeping safe; for example, they follow the rules when playing in the woods and using sticks. Children quickly learn excellent self-care skills and independence. For example, at mealtimes, toddlers serve their own food and use a knife and fork to eat. Staff are excellent role models and help children learn what is acceptable behaviour in a very consistent manner.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Leaders have very high expectations of staff and children. They regularly provide excellent in-house training and provide many opportunities for staff to share the skills they gain from training with each other. For example, training which focuses on children's learning outside. This helps to increase staff's professional development and their teaching skills highly effectively. Highly qualified staff act as mentors to staff who are developing their skills. The managers and room leaders rigorously monitor children's progress and use self-evaluation to monitor their practices. They identify areas to improve outcomes for children extremely well. As a result, the nursery has maintained its excellent standards.

## Setting details

<b>Unique reference number</b>	109927
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	824917
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	150
<b>Number of children on roll</b>	244
<b>Name of provider</b>	Haven Nursery School & Children's Centre Governing Body
<b>Date of previous inspection</b>	24 November 2011
<b>Telephone number</b>	01329 232095

Haven Day Nursery and Creche registered in 1997. It operates from within Haven Nursery School and Children's Centre in Gosport, Hampshire. The nursery opens each weekday from 7.45am until 6pm all year, except for one week over Christmas and all public holidays.

A creche provision is operated within these times as required to support various adult groups and courses that are run in the children's centre. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery cares for children with special educational needs and/or disabilities. The head of centre holds a National Professional Qualification in Integrated Centre Leadership (NPQICL) and a Master's Degree in working with young children and families. There is one qualified teacher working in the nursery. An additional 41 staff work with children, 38 of whom hold early years qualifications ranging from levels of 2 to 5.

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