

Little Harvard's Nursery

Inspection report for early years provision

Unique reference number EY414233
Inspection date 24/11/2010
Inspector Lisa Patterson

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Little Harvard's Nursery has operated since 2004. It was bought out in 2010 and is now one of four nurseries run by an independent provider. It operates from two main rooms, which are divided into separate play areas in a purpose-built building. It is situated in the St Helens area of Merseyside. The nursery is open each weekday from 7.30am to 6pm all year. All children share access to an outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 54 children at any one time. There are currently 50 children from birth to under five years on roll. They may also care for children aged from eight to 11 years and are registered on both parts of the Childcare Register.

There are 11 full time members of staff, 10 of whom hold early years qualifications to at least Level 2. The manager and deputy hold higher level qualifications. The nursery provides funded nursery education places for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed knowledge of the children's individual needs gained through observation, assessment and close liaison with parents and other agencies. This means that staff successfully support children's welfare and learning, and they progress well. There are currently no formal links with other settings providing the Early Years Foundation Stage and systems for tracking children are sometimes inconsistent. Children's safety is a priority and detailed risk assessments are in place. Some information is, however, missing. The nursery is well monitored and there is a clear vision for the future which is shared with staff.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the full risk assessment at least once a year. 01/12/2010
(Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register)

To further improve the early years provision the registered person should:

- improve links with other settings providing the Early Years Foundation Stage to support the identification of next steps for children, matching observations to the expectations of the early learning goals
- provide a greater selection of resources showing positive imagery.

The effectiveness of leadership and management of the early years provision

Safeguarding is a priority and staff have a good understanding of the issues surrounding child protection. Nominated individuals have attended training and there is a comprehensive policy in place to support them should the need arise. All required documentation is in place, very well organised and completed to a high standard. Children receive care in a safe and secure environment. Risk assessments have been completed and updated in the light of new equipment or activities. Overall risk assessments, however, have not been reviewed within 12 months, which is a breach of the welfare requirements.

There is a clear vision for further development to which all contribute. Senior managers and the staff team are proactive in identifying and addressing areas for development and continuously evaluate their setting. Staff training is a priority and is well used to develop the nursery as a whole, for example, recent training in tracking children's development has been embraced by the staff and is being rolled out.

Resources are well organised, easily accessible and provide for children's all-round development. Low level storage with pictures and words displayed on the drawers allows children to make independent choices. There is a good range of resources, though there are fewer resources showing positive images of diversity and natural resources in the baby room, and information and communication technology equipment is not always well used by the children.

Parents enjoy good relationships with the nursery. They are given a wealth of information on registration and there is a flexible settling-in procedure, during which key information is shared. Development files are shared regularly and overviews of development have recently been shared with parents, through which they can share what they know about their child. Partnerships with other settings providing the Early Years Foundation Stage are less well developed, which does not support continuity of care.

The quality and standards of the early years provision and outcomes for children

Children flourish in the setting. Staff are motivated and enthusiastic about activities on offer and children cannot help but become involved. They sing and dance, share how they feel and snuggle up for stories during circle times. Babies create using glue and sparkles and enjoy getting messy. They climb and push toys along, making loud bangs with play cooking implements on the sand tray lid. There is lots of laughter and a buzz of activity throughout the nursery during the sessions.

Lots of language is displayed and the mark making area is well used. Children enjoy sharing books with adults, wearing giant listening ears to give others a chance to speak. Self-registration gives children the opportunity to recognise their own name though names are not used during other activities to consolidate that

print carries meaning. Children play counting songs and recognise colours, shapes and numbers through, for example, playing with the parachute. They learn about the world through gathering giant leaves outside and listening to the sound they make. Staff highlight how their feet make prints in the frost on the grass and the children investigate the cold frost with interest. They learn about other countries and cultures through activities. Children have access to a cosy computer area.

Children thoroughly enjoy playing in the outside area with a wide selection of resources, making dens, pouring water and travelling around on trikes and bikes. They manipulate objects in the baby room, sorting shapes and playing with tools and animals in the sand tray. Children thoroughly enjoy role playing, dressing in character costumes as well as practising for the Christmas nativity. They create masterpieces, using a good selection of media, which are displayed in the gallery.

Staff monitor children's progress using tracking systems prepared by the local authority. The headings, however, do not fully link to the Early Years Foundation Stage guidance. Information about progress and children's interests is fed into weekly and daily planned activities to ensure their individual needs are met. Planned activities occasionally do not provide clear objectives based on children's next steps, therefore staff are not always focussed on how to help them progress.

Children are safe and staff discuss safety measures they have employed. They tell the children, for example, that they will check the outside area to make sure it is not too slippery to use. Children are allowed to take risks in a controlled environment with staff on hand to remind them of dangers. They thoroughly enjoy freshly cooked meals and snacks which are prepared on site by the chef. Meals are nutritious, balanced and varied, and encourage children to try new tastes. They learn good hygiene practices by washing hands at appropriate times of the day and staff remind them about why it is important. This promotes a healthy lifestyle. Children are considerate to others and staff use a range of strategies for maintaining good behaviour. They play games while waiting for their lunches to be served. They blow up imaginary balloons and children laugh with delight as they all pop them, shouting 'Bang'. They receive lots of praise and encouragement, which increases their confidence and self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 01/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 01/12/2010