

# The Haven 2000

## Nursery and Preschool

78 Clapham Road, Bedford, Bedfordshire MK41 7PN



**Inspection date** 7 November 2018  
 Previous inspection date 5 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

### Summary of key findings for parents

#### The provision is good

- The manager and staff team work collaboratively with the local authority. They have put into place an effective action plan and successfully tackled weaknesses. This has significantly increased the quality of the provision.
- Staff actively encourage parents to share photographs and observations about their children's learning at home. Regular parents' consultation evenings allow parents to find out how well their children are progressing.
- Children in the baby room have opportunities to learn from sensory play. They crawl and walk across bubble wrap which makes popping sounds, igniting their interest and stimulating their curiosity.
- Staff encourage children to develop a sense of belonging at the nursery. During song and story times, they sing a welcome song, naming children and putting their photographs on the wall.
- All children make good progress from their individual starting points.
- Staff encourage children's good oral health. They ensure that sugar is reduced in food offered at mealtimes at the nursery and support parents in caring for children's teeth. This directly contributes towards promoting children's good health.

#### It is not yet outstanding because:

- In the baby room, some staff occasionally do not identify the most relevant next steps in learning for very young children to boost their good development further.
- Staff in the pre-school room do not consistently encourage children who opt out of taking part in adult-led activities to increase in independence and find challenging opportunities for learning.

## What the setting needs to do to improve further

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

- identify next steps in learning for all very young children that are most relevant to their individual stage of development to boost their good progress
- promote more opportunities for children in the pre-school room to engage in high quality, self-directed activities when they do not wish to join in with planned, adult-led activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, spoke with the local authority representative and the business manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of leadership and management is good

The manager is highly qualified and experienced and places a strong focus on ensuring that the staff team have opportunities to further develop their good knowledge and skills and undertake training. Supervisory sessions are of a high quality and support the staff team in their work. Staff are alert to any signs and symptoms that children might be at risk of harm. They attend regular training to refresh their good knowledge and skills. The manager is aware of the work of the Local Safeguarding Children Board and is committed to placing children's safety and welfare at the heart of all work at the nursery. Staff vigilantly supervise children as they play. Arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment is good

During adult-led activities in the pre-school room, children use dough to make candle holders. They use the muscles in their fingers as they press, poke and pinch the dough. This strengthens their muscles in readiness for writing and using tools. Children learn about different cultures, customs and festivals. They take part in dressing up, craft activities and listen to traditional music to broaden their understanding. Staff promote children's communication and language skills effectively. They ask questions that encourage children to think and explain their understanding. Younger children quickly develop speech and rapidly add to their developing vocabulary as staff introduce them to new words.

### Personal development, behaviour and welfare are good

Staff are gentle and caring in their approach. They readily provide comfort and affection for young children to support them as they settle into the nursery. Older children are empowered to make decisions and voice their ideas. This encourages children's confidence and high self-esteem. Children learn about staying safe. They play together following the nursery rules and behaviour is excellent. Children learn about keeping healthy. Staff are attentive in meeting young children's needs. Recent changes to arrangements for nappy changing ensure children's care routines do not disrupt their good learning. Children form close attachments to staff who care for them. The key-person system is effective in helping children to form secure relationships.

### Outcomes for children are good

Children who have special educational needs and/or disabilities and children who speak English as additional language make good progress at the nursery. Children rapidly develop their communication and language skills and they become confident talkers. Older children are able to use technology for purpose. They manipulate the mouse with increasing skill to make pictures. Using their developing awareness of letters and sounds and type out their names on the keyboard. Children are starting to use counting in their play. They identify and name shapes and make comparisons between different shapes and quantities. These skills show children's excellent abilities in literacy and mathematics that equip them well for moving on to school.

## Setting details

<b>Unique reference number</b>	219187
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10079618
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	The Haven 2000 Limited
<b>Registered person unique reference number</b>	RP523242
<b>Date of previous inspection</b>	5 June 2018
<b>Telephone number</b>	01234 353566

The Haven 2000 Nursery and Preschool registered in 2000. The nursery employs 14 members of staff. All hold appropriate early years qualifications at level 2 and above. The provider holds early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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