



Normanhurst Day Nursery

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique Reference Number | EY315302 |
| Inspection date | 23 June 2006 |
| Inspector | Coral Hales / Rosemary Moore |
| Setting Address | 110 St Georges Avenue, Northampton, Northamptonshire, NN2 6JF |
| Telephone number | 01604 713048 |
| E-mail | |
| Registered person | ABC Nurseries Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Normanhurst Day Nursery was registered under new management in 2005. It operates from a large terraced house, overlooking a park and close to Northampton town centre. A maximum of 64 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from birth to under five years on roll. Of these, 24 children receive funding for early education. Children come from the local community and others attend whose parents travel into the town to work. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and three are working towards a qualification. The setting maintains good contact with mentor staff from the local authority and is a member of the National Day Nursery Association

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted by staff who generally follow effective health and hygiene procedures. Younger children have some understanding and awareness of suitable hygiene routines as good systems are in place and staff act as good role models. The older children begin to learn the importance of good personal hygiene as they take part in daily routines, for example, washing their hands after using the toilet. However they are given little opportunity to develop their own independent personal care as these routines are adult directed. Generally good procedures are in place to help prevent the spread of infection, however not all staff follow guidelines and some toileting routines are poor. Appropriate measures are taken when children are ill so that their health needs are met.

The children are appropriately nourished. They have some opportunities to learn about keeping healthy because the nursery provides children with regular drinks and food that are nutritious and comply with their dietary needs. Water is available to all children although the older children cannot access this independently. Few opportunities are provided for the children to understand about healthy eating, for example they do not discuss food that they eat at lunch time.

Children enjoy good opportunities to experience physical activity and develop their skills. They access a good range of resources such as sit and ride toys, a climbing frame, bats and balls and stepping stones which enable the children to develop their confidence on a wide range of equipment. Younger children are developing their independence physically and emotionally. They are active and are acquiring new physical skills and control over their bodies. Their needs are well met because staff have a good understanding and provide appropriate activities and resources to support children's physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are well cared for in premises that are safe, secure and suitable for their purpose. They experience a well presented, light and airy environment which provides them with warm and comfortable accommodation for their care and play. Children's risk of accidental injury is minimised because good safety precautions are in place. For example gates are used effectively throughout the nursery and suitable fire procedures are in place.

The children use a wide range of equipment that is safe and suitable for use. This is because the nursery provides furniture, equipment and toys which are age appropriate. They are of suitable design and condition and are well maintained. These are well-organised in child height storage units and boxes to encourage independent access. Children begin to have some

understanding of safe practices, for example, staff encourage them to tidy toys and equipment. This helps children to take some responsibility for keeping themselves and others safe. Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe.

The children are well protected from harm because staff have a satisfactory understanding of their role in child protection. Most staff are able to put appropriate procedures into practice. However few have attended any recent training and do not have a secure understanding of Local Safeguarding Children Board guidance. Written policies and procedures are in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident and are developing their self-esteem. They ask questions and respond to new challenges and begin to use their own initiative. All children have their individual needs met and are developing a satisfactory range of knowledge and skills because suitable activities and play opportunities are planned to help children achieve. Staff use the 'Birth to three matters' framework well which helps younger children to achieve. They are suitably encouraged to develop their communication through language and gestures, for example, during story time which they all enjoy and children are listened to. They are beginning to use language appropriately to communicate and this allows them to socialise and become part of the group. Children begin to develop their independence and are able to access resources for themselves and begin to take responsibility for their play. They behave well in response to warm encouragement and praise.

Overall, the quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals. Staff have a sound knowledge of the Foundation Stage and use this generally well to interest and promote children's learning. Staff plan opportunities to develop children's emotional and social skills. For example, children work together sharing resources and toys and as they make sandwiches together, learning how to share and take turns. Most children are confident learners and access activities both indoors and outdoors independently. They take part in a balanced range of activities although children's interest in books is not effectively promoted. Most funded children concentrate well and persist at their chosen task although some are not able to settle at any activity and this can impact on other children's play. Planned routines during the day do not effectively meet all children's needs and some become bored whilst waiting for example, at snack time or when waiting for lunch.

Planning is still being developed with the mentor teacher from the local authority. Current plans list activities and these are linked to the Stepping Stones, they do not, however, identify how children's learning will be promoted. The more able child's learning is not always extended sufficiently to further develop their knowledge. Assessments of the children's learning are completed, these however are not always well managed and report writing can limit staff interaction with the children. Records show what the children are learning and what they need to learn next. Parents are kept well informed about their child's progress.

Nursery Education

Children are motivated to learn through interesting activities. They are developing their self-confidence and self-esteem and begin to learn right from wrong. They are developing an awareness of their own needs and that of others, and begin to understand that their actions and that of others have consequences. They form good relationships with staff and other children. For example, children enjoy telling staff and their friends about their new baby. Some children are becoming independent although few planned activities are provided to promote this learning. They make choices and become self-sufficient within their learning by choosing activities and accessing resource for themselves. They are polite and well mannered and their social skills are developing well. Children interact well with each other and are confident speakers and use a good vocabulary to express and negotiate imaginative ideas within the role-play where they learn to share and take turns wearing favourite outfits.

They recognise their names and are starting to associate meaning to print. Children have opportunities for mark making, to attempt writing and form recognisable letters as they for example, trace over their name or join up dots to form letters. They enjoy listening to stories and looking at books, although this area is not effectively promoted and the book area is not interesting or stimulating to encourage their interest. Story time is often interrupted by routine activities which disturb children's concentration. Children begin to see connections in numbers, shapes and measure. They match and sort using games to support their learning, for example they play a simple game of shape recognition. They use a variety of correct mathematical language, however they have little opportunity to develop a simple understanding of more or less. Routine activities are not always used effectively to promote children's learning, for example snack time to reinforce simple addition and subtraction. Children sometimes solve practical problems when playing together in groups for example, when building with construction sets.

They are beginning to make sense of the world around them by investigating and exploring. They learn about others within their community, their families and about differences and similarities. However planned activities and resources are limited to promote children's learning. Children learn about everyday technology as they use the cassette player and develop a good understanding of the use of the computer. They enjoy using a good variety of games and educational programmes, which they understand and children show good levels of control and co-ordination. They study living things and patterns of change as they plant and grow seeds, and observe the different seasons. Children are able to be creative and express themselves well as they play imaginatively. They explore colour and texture as they create collages, although some art activities are very adult-directed.

Children participate in activities to develop all their senses and enjoy tasting, smelling and listening. They sing simple songs from memory and some are confident enough to sing 'Twinkle Twinkle' on their own. They experiment with sounds when using a variety of musical instruments. Children enjoy a wide range of physical activities that help them to develop their confidence and skills when using large and small apparatus, tools and equipment. The outdoor curriculum is well planned and covers all six areas of learning. Children develop a positive attitude towards physical exercise and enjoy using the garden to develop new skills and use recently acquired ones.

Helping children make a positive contribution

The provision is satisfactory.

Children settle well as staff take account of their different personalities and needs when welcoming them into the nursery. Children show a sense of belonging and work harmoniously with others most of the time. They make choices and decisions and develop self-esteem and respect for others. Children become aware of their own needs and receive appropriate support. They begin to understand the local community and their place within it however, they have limited opportunities to understand the wider world as few activities or resources support their learning. Children's needs are met well because staff understand and can implement the code of practice and they monitor, assess and seek advice and work closely with parents and other agencies. Staff work closely with the area's special educational needs co-ordinator and children's progress is tracked and noted. Any special requirements are discussed and effective systems are in place to ensure relevant information is shared. Good communication ensures all children including those under three benefit from continuity in their care. The children's spiritual, moral, social and cultural development is fostered.

Children behave generally well and are polite as they respond to the regular praise and clear guidelines set by staff. This impacts clearly on their security and confidence as they know what is expected of them. Staff have attended training and effective behaviour management techniques ensure that the children are developing an understanding of right and wrong, rules and boundaries and how to be considerate to others. Staff work closely with challenging children offering them good support as they begin to learn how to control their own behaviour.

The partnership with parents and carers is satisfactory. Children's individual needs are well met because staff work closely with the parents to develop close partnerships so that all children achieve their full potential. Children benefit from effective information sharing with parents through newsletters, daily chats and detailed notice boards. Parents are provided with information about the Foundation Stage curriculum and plans and topics are displayed on the pre-school notice board. Parents are informed through the nurseries complaints procedure how they can express any concerns. A log of complaints to reflect new regulations is not maintained. The younger children are developing their confidence and are secure emotionally enabling them to express their needs. Staff have a good understanding of the needs of these children and communicate regularly with the parents.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of resources both indoors and outdoors and they are able to make choices and develop their ideas as they play. Inside space is well laid out and the outside area is used as an extension of the playroom and a good range of activities are set up for children. Staff generally support children well during activities and allow them the time and space to initiate their own learning. Children are generally well cared for in a nursery where there are suitably qualified and experienced staff to meet their needs. Children's welfare is promoted and supported by policies and procedures and most required documentation is well maintained and made available for inspection. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The nursery is under new ownership and all systems are currently being monitored and evaluated for their effectiveness. The provider is committed to improving the quality of care and education offered and is working closely with the manager and her staff, and regularly visits the nursery. Staff are effectively managed by the manager, who works closely with the administration manager to offer support and guidance. There are effective systems in place to ensure staff are clear about their roles within the nursery and their training needs are monitored to ensure their professional development is effectively promoted. Senior staff work closely with each other to highlight issues and make changes where necessary. A questionnaire is currently being developed to send to parents following the takeover of the nursery.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop understanding and knowledge of equal opportunities, and increase play provision which positively reflects culture, ethnicity and disability
- ensure complaints procedure is maintained in line with new requirements issued in October 2005
- develop staff knowledge of child protection and the guidance given by the Local Safeguarding Children Board
- ensure that suitable and effective hygiene procedures are carried out by staff in all areas of the nursery

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's knowledge and awareness of a healthy lifestyle is promoted effectively and that they have opportunities to understand healthy eating
- develop the organisation of sessions, space and grouping of children to ensure their independence is promoted more effectively and that routines meet the needs of all of the children
- further develop the plans so that they clearly show how children's learning will be achieved. Provide sufficient activities across all areas of learning for example, with regard to promoting children's interest in books and ensure that the more able child is stimulated and challenged to extend their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk