



## Tertiary Tots

Inspection report for early years provision

<b>Unique Reference Number</b>	EY298468
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<b>Registered person</b>	Northampton College
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Tertiary Tots provides childcare in a day nursery established in March 2001, and in out of school care. The settings were registered under new management in 2004. The nursery is situated in a self-contained bungalow and a suite of rooms with full facilities in the main Tertiary College building, which are also used by the after school club and play scheme. Some areas of the college are used for specific purposes by the children, such as the refectory and the sports hall.

The nursery operates from 08:45 to 17:00 Monday to Thursday and from 08:45 to 16:30 on Fridays, during term time only. There are currently 32 children on roll in the nursery with 12 receiving the nursery grant. The nursery is able to support children with special educational needs and those with English as an additional language. There are eight members of staff who all have early years qualifications to Level 3. The setting receives support from a teacher from the Early Years Development Childcare Partnership.

The after school care consists of an after school club which is open from 15:00 to 17:15 each week day during term time, and a holiday play scheme which is open from 08:30 to 17:15 mainly during the Easter break and summer holidays only. The after school club and play scheme are open to children attending schools in and around the town of Daventry.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are learning about health and good personal hygiene through well-organised daily routines and planned activities. For instance they know why they need to put on sun hats and cream before going outside and to wash their hands when they come back inside. Healthy lifestyles are being promoted through the good use of the outdoor space. Children enjoy active play which is developing their large muscles, and other activities which are taken outside, such as music and artwork. Children experience changes to their bodies as they bounce on the trampette and the older school children play field games. They begin to understand that they need to cool down and to take drinks regularly. Staff are developing the use of the Birth to three matters guidance to provide a good range of indoor and outdoor physical play experiences for babies and children under three years of age. Children have good arrangements for rest, relaxation and sleep which meet all their needs through the day.

Children benefit from a healthy diet with nutritious snacks provided. Special dietary requirements are complied with in partnership with the parents. Children learn that snack and meal times are sociable occasions as they enjoy a shared meal time with the adults, both when eating packed meals provided by their parents and during tea provided in the college refectory for the school children. Children's welfare is safeguarded because staff have up to date knowledge of food hygiene and first aid, and appropriate procedures are in place if children are unwell.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are safe as a result of the adults' very good awareness of health and safety and because all reasonable steps are taken to reduce the risk of accidents. For example, the good use of risk assessments and procedures to help ensure the

children's safe travel from three different schools to the after school club, and the care taken of all children on the shared campus.

Children use a very good range of safe, good quality resources which are regularly inspected by the staff to ensure that they are suitable and age-appropriate to the children. Children are encouraged to use equipment and resources safely and with respect which helps children learn to take responsibility for keeping themselves safe. This area is developed further as the children learn about road safety as they move around the busy campus, and as older children travel from their schools and on outings.

Children are well protected as the staff understand their responsibilities and keep up to date with training and information about the local Child Protection Committee guidelines.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery, after school club and play scheme because they are welcomed and cared for by caring and knowledgeable staff. All children experience attractive displays and excellent resources which help create both a stimulating learning environment and a relaxing play space. They choose whether to play indoors or outside, and move between the two to enjoy physical exercise or to take part in a quiet activity or relaxation. The children's natural enthusiasm for learning is developed through the good range of activities which offer a balance of adult-directed and child-chosen activities. Children make decisions about selecting toys to play with or who to sit with. Children show confidence and independence as they move around the activities, with control and co-ordination. They are building caring and sensitive relationships with the staff and other children as they are encouraged to share and negotiate. Their language and mathematical thinking is promoted through songs and rhymes when children count and participate in the actions enthusiastically.

#### **Nursery Education.**

The quality of teaching and children's learning is satisfactory. Children are motivated and enjoy taking part in the activities provided. They eagerly listen to instructions and explanations and co-operate well and enthusiastically, for instance painting outside with water. Children regularly use numbers during practical activities, such as working out how many children can sit at a table. They recognise different shapes in the environment. Children explore with wonder and enjoyment a range of different materials, both natural and man-made, and talk about animals they have seen and about growing plants. They use their imaginations well in their role play in the Chinese restaurant and shop. Children express their ideas and creativity through regular and exciting music and art and craft activities, involving a variety of textures and the exploration of their senses.

Children concentrate well and persist at their chosen activities as they are encouraged by staff to take the activity further. For example, the children learn the

differences between rice and pasta when using the hopper and wheel. Children understand that written words convey messages as they see signs and instructions around them and they enjoy looking at books. They are developing their early writing skills well with some older children confidently writing their names. Children show an interest in the local environment as they visit the other areas of the campus, go on walks and enjoy visitors to the group.

Children make good progress towards the early learning goals because the staff have a secure knowledge of the Foundation Stage, a good range of teaching methods and a clear understanding of how young children learn and progress. Children benefit from the opportunities and challenge set in the planning of an excellent range of activities, and the effective use of the observation and assessment framework. The individual needs of children are taken into consideration, although information from parents about their children and their achievements is limited. Activities are adapted to meet the needs of all children and to make the most of learning opportunities.

### **Helping children make a positive contribution**

The provision is good.

Children are happy and gaining self-assurance and confidence as they play with other children and adults. They begin to feel a sense of belonging as they develop an awareness of their local community and the wider world through planned activities, visits to the adjacent college and the town, and visitors to the setting. Children have the opportunity to play musical instruments from around the world, and other play resources positively represent the children who attend as well as individuals from the wider community. Children begin to develop a positive attitude and show concern for others as they make sure that all children have their turn in play. Children are well behaved. They are aware of the expectations for good behaviour and understand why they need to behave appropriately when out and about.

Children begin to understand that some children have different needs from themselves. Children with special educational needs and children who speak English as an additional language integrate within the group because the staff are aware of the procedures and practice to follow to ensure that all children are included and that individual needs are acknowledged. Those children under three and the school age children benefit from the positive partnership with parents. These good relationships ensure that individual needs are met well, particularly by the regular sharing of information. Children settle well with familiar and trusted adults as they separate happily from their parents. This positive approach overall fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers of children receiving nursery education is good. Parents' views about their children's needs and interests are sought when their children join the playgroup and this enables staff to initially build on what children already know. The shared information about the Foundation Stage and the children's achievements is generally used by staff to plan for the children's progress including suggestions for extending the children's learning at home.

## **Organisation**

The organisation is good.

Children benefit from the effective organisation of the space and resources and the good leadership and management of the nursery education. Indoor and outside space is laid out effectively to allow all children choice and opportunities for free expression through their play and activities. They benefit from good deployment of qualified and knowledgeable staff who work together very well as a team and create a happy and purposeful atmosphere. Children's care and welfare are safeguarded by clear and well-maintained documentation including comprehensive policies and procedures, and assessment records reflect children's progress. All the adults show a commitment to the continuing improvement of the care and education offered by evaluating their practice and developing their skills.

Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

This is not applicable for the care inspection.

Since the last nursery education inspection, resource packs have been organised to enable the staff to promote children's opportunities to experience mathematics and increase language development. The staff have continued to develop observations and assessments to help them plan for children's progress. Opportunities for parents to become involved in their children's nursery education have been increased, however the input of information from them about their children's progress is still limited. This recommendation has been repeated as an outcome of this inspection.

## **Complaints since the last inspection**

There are no complaints to record.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **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):

- continue to develop the staff's knowledge and understanding of the needs of children under 3, for example through the use of the Birth to three matters framework.

### **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):

- continue to develop opportunities for parents to become involved with their children's nursery education and use the information gained to influence planning for the children's progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)