

# Townhouse Private Day Nursery

Inspection report for early years provision

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**Unique reference number** EY314264  
**Inspection date** 09/01/2009  
**Inspector** John Vernon

**Setting address** Audley Road, Alsager, Stoke-on-Trent, Staffordshire, ST7  
2UQ  
**Telephone number** 01270 884477  
**Email**  
**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Townhouse Day Nursery opened in 1991 and was re-registered under the current owners in 2005. It operates from five rooms in a detached property on the outskirts of Alsager town centre. It serves the local community and beyond, being close to major road links and the M6 motorway. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 until 18.00 all year round. All children share access to a secure enclosed outdoor play area.

The nursery employs 12 staff, including the manager, all of whom hold appropriate early years qualifications. The nursery is accommodated in a listed detached property across two floors. Due to the age of the building, there are some restrictions in respect of access to the first floor.

Townhouse Day Nursery is a member of the National Day Nursery Association and has been awarded the Quality Counts certificate.

## Overall effectiveness of the early years provision

Overall, children in the Early Years Foundation Stage (EYFS) have their individual needs met effectively. There is a good balance of adult-led and child-initiated activities and most children's learning is assessed and monitored effectively. Management have a commitment to improvement but as yet the system of self evaluation is not fully comprehensive. Generally, policies contain the required details to protect children and most information is in place to meet the welfare requirements of the Early Years Foundation Stage (EYFS). Partnerships with parents are strong and management are in the early stages of developing relationships with other settings in the local area.

## What steps need to be taken to improve provision further?

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

- devise a robust system to ensure all staff are aware of the need to declare any issues which may affect their suitability to work with children
- develop links with other settings delivering the Early Year Foundation Stage (EYFS) to create a framework for partnership working
- develop further the process of self evaluation to include specific examples of how outcomes have been reached to benefit the needs of all children
- implement a system to monitor and ensure that every child receives a balanced educational programme of learning opportunities and experiences across all six areas of the Early Years Foundation Stage (EYFS).

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

- Maintain a record of the date when all Criminal Record 30/01/2009

Bureau (CRB) disclosures of staff working directly with children were obtained (Suitable People)

## **The leadership and management of the early years provision**

Staff have developed strong partnerships with parents. Staff use a system of white boards to convey a variety of information to parents. There is a daily exchange of information to ensure individual needs are met and a range of photographs are displayed so that parents can see pictures of their child at play. In discussion, both parents and carers speak positively of the commitment and support given to the children by the staff team. Staff work in conjunction with some other groups and agencies to ensure the individual needs of children are met and care plans are devised as appropriate. Therefore, overall, inclusion is suitably promoted across the setting. However, some children have also begun to attend other settings delivering the Early Years Foundation Stage (EYFS) and at present, arrangements with other settings to create a framework for partnership working have not been fully developed as yet.

Safeguarding procedures are sound. Staff complete risk assessments of trips undertaken as well as all areas used by the children. This helps to ensure their safety whilst at the nursery and beyond. A good level of supervision also safeguards children from accidental harm, for instance, staff are vigilant as children play inside and outdoors. There is a safeguarding policy which is shared with parents and includes contact details for the Local Safeguarding Children Board. Staff recognise potential signs and symptoms of abuse and know how to record concerns appropriately. This helps to ensure children are protected. Fire evacuation procedures are displayed around the nursery, practised regularly and discussed with each member of staff to ensure everyone has a clear understanding of their responsibilities.

Management demonstrate a strong commitment to training and support staff to access appropriate courses. In turn, children benefit as new ideas and techniques are brought to the setting to enhance their learning experience. Overall, appropriate arrangements are in place to ensure suitable members of staff are recruited to work with children. All staff complete induction training and a formal appraisal process is used to assess their performance. Management ensure that every member of staff completes a CRB (Criminal Records Bureau) enhanced clearance but currently, does not maintain details of the dates when these were obtained. Also, staff are not routinely asked to disclose any changes to their circumstances which may affect their ability to work with children.

Management has begun the process of self evaluation and identified some strengths and some areas for improvement. However, as yet this system is not fully comprehensive and lacks specific detail. Action taken following recommendations made at the last inspection means that children's learning and welfare is better promoted. Overall, documentation is satisfactorily maintained.

## The quality and standards of the early years provision

Children are provided with a good variety of activities and opportunities to help them make good progress across all areas of learning and development. Overall, across the staff team, practitioners demonstrate a good understanding of how children learn and develop through play. Problem solving skills are developed as children take part in measuring activities and play games with construction blocks which they compare and count. There is plenty of time for children to self-select toys, which promotes their independence, imagination and free play. Children dress up and pretend to be favourite characters from story books or play imaginatively in the home corner.

Staff enthusiasm and interaction helps children to develop positive attitudes to learning. Staff are attentive and take time to listen to what the children have to say. Overall, they effectively plan, observe and assess children's learning. Staff have a good knowledge of the children and their interests are taken as a lead in their learning. Staff also demonstrate a confidence to 'go off plan' and spontaneously organise activities which capture the children's interests at that moment. Such examples include creating a polar bear island, searching for animal prints in the snow and ice, making ice-cream and creating 'angels' in the snow.

Throughout the nursery children are provided with good opportunities to explore and express their feelings and emotions through art, music, dance and drama. Babies positively delight at the opportunity to splash and splash during water play. Babies and toddlers also enjoy quiet times snuggling up to staff members to listen to stories or enjoying favourite tunes. There are clear routines and procedures in place to enable children to be healthy and stay safe effectively. A healthy and nutritional diet is provided each day and drinks of water are readily available for all children. Staff set clear boundaries for children to help them stay safe and together they talk about risks, such as slippery ice, whilst putting on their coats and getting ready to play outside. Therefore children, from an early age, begin to develop an awareness of the importance of keeping themselves safe.

Children have good opportunities to play in the fresh air. Outdoors they grow, water and care for salad crops such as lettuce and tomatoes. With the help of the cook, children wash and help prepare these for lunch. Children have lots of fun as they run, jump, hop and bounce. The wide range of activities on offer and the effective questioning by staff means that overall, children make good progress across the six areas of learning.

Staff form effective partnerships with parents to ensure consistency of care. Staff collect information about the children's interests and use this to inform the planning of activities. Overall, staff are effectively using observations and assessments to inform future planning for children's individual learning. However, a number of children attend the nursery on a part-time basis and currently, not all staff effectively monitor activities to ensure that every child receives a balance of play opportunities across all six areas of learning.

Overall, children behave well and understand what is expected of them. Staff deal

with any unwanted behaviour calmly and positive actions are rewarded with the skilful use of praise and encouragement. Children help staff at tidy up time and help each other by holding hands when the ground is slippery. This helps them develop a sense of responsibility. They also learn about being considerate to the wider community as they take part in charity events such as 'Children in Need' and celebrate a range of festivals including Christmas and Diwali. This encourages them to respect diversity and understand people's differences from an early age.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection Ofsted has received one complaint that required the provider to take action. This related to the suitable Person.

A childcare inspector from Ofsted Early Years visited the provision on 25th July 2006. An action was raised and has been satisfactorily met by the registered provider. The provider remained suitable for registration at the time the investigations were closed.

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.