

Totstop Day Nursery

Inspection report for early years provision

Unique reference number	220158
Inspection date	17/04/2009
Inspector	Dorcas Forgan

Setting address	5 Harrowden Road, Brackmills Industrial Estate, Northampton, Northamptonshire, NN4 7EB
Telephone number	01604 674600
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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 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

Totstop Day Nursery, run by Nurtury (Northants) Limited, opened in 2000 and operates from three main areas in a converted building. It is situated on the Brackmills Industrial Estate in Northampton. It is open each weekday from 07:30 to 18:00 all year round. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early years Register and the compulsory part of the Childcare Register. A maximum of 65 children may attend the nursery at any one time. There are currently 62 children aged from three months to under eight years on roll, some of these attend on a part time basis. Of these, 24 children receive funding for early education. The setting serves the local and neighbouring communities. The nursery supports children with learning difficulties and/or disabilities and also those who speak English as an additional language.

The nursery employs two directors, a manager and 16 members of staff. Of these, 15 hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff promote the children's welfare very effectively, all are happy and settled. Staff work collaboratively with the parents to ensure that they understand the needs of each child; staff treat every child as an individual and all are made to feel welcome. Children make good progress in their learning; they are lively and eager to take part in a wide variety of activities. Although the staff have not carried out an in-depth evaluation of the setting they monitor and evaluate their practices and make changes and improvements as necessary. They have identified the need to include the parents' views in future evaluations.

What steps need to be taken to improve provision further?

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

- develop a rigorous evaluation procedure to monitor the care and learning provided for the children and include the parents in this process
- ensure that risk assessments are conducted regularly and identify aspects of the environment that need to be checked on a regular basis

The leadership and management of the early years provision

The policies and procedures, along with all other necessary documentation, are maintained very effectively to make sure all children's needs are met. The directors and manager review and update policies regularly to ensure they are relevant. Training is given a high priority for all staff, as is their regular management and

exchanges of views. Managers seek advice from outside agencies to extend staff's understanding and confidence in providing the Early Years Foundation Stage effectively for all the children. Staff have a very clear understanding of their responsibility to safeguard children at all times and maintain good levels of hygiene. Staff are deployed very proficiently throughout the nursery so that they have close contact with the children. The key persons are integral to each child's consistent care and enjoyment; they work in partnership with the parents and follow their wishes and home routines as closely as possible. Very comprehensive risk assessments are carried out annually in the whole provision and changes are made when necessary. However, the documentation is not easily accessible to the staff or used as a basis for their daily checks. The nursery has a high capacity for improvements. They have provided a wide range of additional opportunities for children to write and mark make which the children use with growing confidence and skill. Safety has been improved, especially in the outside area.

The quality and standards of the early years provision

Staff encourage the children to be motivated and active learners by providing activities that the children can develop in their own way; for example the younger children experiment by mixing flour and water. While the older children are eager to use the marbling paints seeing how the colours and patterns change as they place the paper on top, they are excited and full of wonder. Children have fun and are gaining personal independence as they initiate the majority of their own play throughout the day, they are creative and learning to think critically. Staff plan activities using their observations of the children as a basis and assess their development. The flexible plans include each of the areas of learning and the different abilities of the children. The rooms are open plan, they are bright and decorated with many examples of the children's work which the children show with great pride. They provide a lively stimulating environment. The children use the separate areas in each room very well, such as the comfortable book corner where they listen attentively to stories, the home corners in which they involve an adult in their play, or the chill out zone. The baby room is a comfortable environment where each child receives individual care and stimulation.

The nursery provides healthy, nutritious meals and snacks which the cooks make from fresh ingredients daily. They have achieved the Heartbeat healthy eating award. Meal times are a social event that is a positive, happy, learning experience. The children help to lay the tables attractively; they have pleasant touches such as flowers on the table, which often they have grown in the garden, and the day's menu written by the children. Children practise their skills of pouring their own drinks, spreading butter on their bread and helping to clear away. Because the staff sit with the children and eat the same meals, children follow their good examples. Children learn to take care of their own personal hygiene and to be safe. They are in the fresh air for part of most days, either in the interesting garden, or in the local area where they enjoy going for walks and observing nature and the community. Children behave very well, they are learning to care for others and make good friends.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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Annex B: the Childcare Register

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

Met