

# Tertiary Tots

Inspection report for early years provision

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**Unique reference number**

EY298468

**Inspection date**

20/01/2009

**Inspector**

Sheila Dawn Flounders

**Setting address**

Northampton College, Badby Road West, Daventry,  
Northamptonshire, NN11 4HJ

**Telephone number**

01327 315391

**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**

Tertiary Tots provides childcare in a day nursery established in March 2001, with out of school care added in 2002. It is situated on the Daventry site of Northampton College. The nursery operates from a self-contained bungalow and separate rooms with its own facilities in the main college building. A maximum of 33 children may attend the nursery at any one time from birth to five years on the Early Years Register, with 16 places also available for children five to eight years on the Childcare Register. The nursery is open from 08:45 to 17:00 Monday to Thursday and from 08:45 to 16:30 on Fridays, during term time only. The after school care consists of a club which is open from 15:15 to 17:30 each week day during term time, and a holiday play scheme which is open from 08:30 to 17:30 during all school holidays except Christmas. All children share access to a secure enclosed outdoor play area. The premises is accessible, with all areas having wheelchair access.

There are currently 32 children aged from seven months to five years on roll, including those who receive funding for early education. Children come from a wide catchment area, as most of their parents live in the area or travel in to study or work at the college. The nursery currently supports children with learning difficulties and/or disabilities and also those who speak English as an additional language.

The nursery employs nine members of staff, who all hold at least level three qualifications. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Children benefit from a stable, experienced staff team who provide a positive learning experience whilst ensuring that individual needs are prioritised and met on a daily basis. The provision meets most requirements of the Early Years Foundation Stage (EYFS) with the whole staff group demonstrating a pro-active approach and willingness to make improvements. As a result children make good progress in their learning and their welfare is well promoted. Partnerships with parents, and others, are used effectively to enhance this.

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

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

- expand risk assessments to ensure they include anything with which a child may come into contact.

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

The management of the nursery runs smoothly, with effective processes in place to monitor and evaluate the provision. The manager has a clear understanding of their strengths and most weaknesses, which she has reflected upon to complete their self-evaluation. Previous recommendations were acted on and all staff willingly discuss potential improvements, demonstrating a commitment to raise standards and improve outcomes for children. Strong links with the college support the availability of a wide range of resources to maintain the quality of the provision. All records, policies and procedures required for the safe and efficient management of the EYFS are in place, mostly up to date and are a reflection of the nursery practice. Robust risk assessments are in place, although they do not currently cover anything with which a child may come into contact, and as a result potential hazards could be missed. Thorough recruitment, vetting and appraisal systems ensure that all staff are suitable, working towards the nursery ethos and make use of the very good training opportunities provided, thus keeping their knowledge and skills up to date.

All staff attend regular training to ensure they are confident about how to handle any incidents that raise safeguarding concerns and parents are made aware of the staff's duty to report these to protect their children. Parents generally are well informed about what happens within the nursery, with daily books for the younger children and daily discussions, with open events providing further opportunities for exchanges of information. They are given information about their child's achievements and progress more formally at least termly. Staff ensure that all details required to enable them to care for children is obtained before they attend, with settling in visits encouraged so they can begin getting to know the child. With parental permission close links are in place with external agencies to support children with specific individual needs.

## **The quality and standards of the early years provision**

Children's learning takes place cross-curricula, indoors and outside, and is well supported by the positive interaction they have with staff and each other. The learning environment is used flexibly throughout the day to support a variety of child-led and adult-focussed activities, with more emphasis on self-selection for the older children. In the pre-school, for example, boxes are imaginatively turned into the three pigs houses, with much problem solving needed when they keep getting broken. Children discuss the varying sizes and consider which they can fit into. Younger children demonstrate good skills on the computers, particularly those that are touch screen, enjoy reading stories in a group or individually, benefit from easy access to their outdoor area and also use equipment, such as soft play, inside to further their physical development. The overall quality of planning ensures that children receive an enjoyable and challenging experience across the areas of learning, with their assessment records also used to identify any significant gaps in their learning; although this process is less thorough for the younger children.

Positive steps are taken to promote children's welfare. They are seen as

individuals, and as such have their personal needs and routines respected, for example, individual sleep times or toileting as required rather than all together, with early independence encouraged. Children are provided with healthy snacks, regular drinks, outdoor play and protected from likely sources of cross-infection to help maintain their health. Personal hygiene is part of their regular routine and parents are made aware of exclusions for illnesses to try and ensure children do not attend when infectious. Safety has a high priority, from ensuring pre-school children know how to move from one area of the site to another to maintaining security with coded entrance doors. Children also learn how to keep themselves safe through regularly practising the fire drill and reminders given by staff which reinforce the boundaries in place, such as sitting down to eat. Staff react quickly to any behaviour incidents, however slight, discuss the situation and encourage children to be nice to each other, sharing and taking turns so that they learn what behaviour is expected. Thus children are introduced from a young age to the skills and habits that will help them in the future.

## 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?	2
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>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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**

There have been no complaints made to Ofsted since the last inspection.

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.