

Catherine House Day Nursery

Inspection report for early years provision

Unique reference number

219903

Inspection date

26/03/2009

Inspector

Kelly Eyre

Setting address

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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 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

Catherine House Day Nursery is one of six nurseries run by Buds Limited. It opened in 1992 and operates from seven main rooms in a converted building in Northampton. A slope to the rear entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday throughout the year and sessions are from 08:00 to 18:00. The setting is registered on the Early Years Register to provide 55 places and there are currently 44 children attending who are within this age group. The setting serves both the local and neighbouring communities.

The setting is also registered to offer care for children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are eight permanent staff members. Of these, seven hold relevant childcare qualifications and one is currently working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The confident, flexible approach to daily planning is a key strength, ensuring that children are offered appropriate activities that capture their interest and help them to make good progress in all areas. Thorough procedures for exchanging information with parents mean that staff can provide appropriate support to all children, ensuring that they are included and can participate meaningfully. Managers and staff work together to review the setting's practice, clearly identifying strengths and weaknesses. They devise and implement realistic plans for ongoing improvements, thereby ensuring that the nursery remains responsive to the needs of children attending.

What steps need to be taken to improve provision further?

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

- review the deployment of staff at key times to ensure that children are consistently offered appropriate support
- develop further the planning and assessment procedures so that these clearly identify the next steps to feed into activity planning.

The leadership and management of the early years provision

The thorough self-evaluation procedures and the development of clear plans for ongoing improvements demonstrate the setting's good potential for continuing to improve outcomes for children. Managers have a clear vision for the future and a genuine commitment to continuously improving the daily practice and provision. They maintain a positive attitude to feedback, actively seeking this from staff, parents and children. Examples of recent improvements include the extended provision for outdoor play to ensure that children are offered opportunities in all areas of learning.

Children's daily experiences of the setting are positive because the manager supports staff well, offering clear guidance on daily issues. However, the deployment of staff at key times does not always ensure that children are consistently offered appropriate support. The daily implementation of policies and procedures helps support the efficient running of the setting, ensuring that children are offered a safe and secure environment. Comprehensive risk assessments are regularly reviewed for all areas of the setting and for outings and activities. Children are gaining a clear understanding of safety issues through good daily practice and ongoing explanations from staff. Appropriate procedures for safeguarding children ensure that their welfare is promoted and they are protected at all times.

The setting works very well with parents, ensuring that there is a thorough exchange of information in order to promote children's learning and development. Attractive displays, daily communication books, regular newsletters and workshops for parents help to ensure that they are clearly informed of their children's activities and achievements. The good use of parent representatives ensures that parents views are fed back to managers.

The quality and standards of the early years provision

Children are offered a creative variety of activities and play opportunities that support them in making good progress in all areas of learning. Staff are able to react quickly to children's interests and changing developmental needs because daily planning is flexible and is directly influenced by the assessments of children and daily evaluations. The thorough settling-in procedures mean that staff can obtain relevant information about children's preferences, abilities and routines, using this to inform their care and to monitor progress. However, children's development is not fully promoted as the planning and assessment methods do not consistently show the next steps to feed into planning.

The thoughtful planning of daily opportunities encourages children to appreciate and understand the environment. For example, they visit the local market and buy plants for their garden, plant bulbs in clear containers and watch the root system develop, measure beans and sunflowers as they grow and plant cress, using this when they make their own sandwiches. Children's learning and understanding are developed because staff play alongside them and offer gentle support and

encouragement. For example, a small group of children explore a new card game and are joined by a member of staff who helps them understand the rules and share out the cards. Children are further supported and develop a high self-esteem because staff show a genuine interest in their activities and offer appropriate praise. For example, children eagerly show staff members the 'Cinderella' books they have made, happily recounting the story and explaining the materials they have used.

The careful planning of the environment means that it is stimulating to children, with many attractive displays and accessible resources. Children are therefore encouraged to explore and make choices about their play. For example, children working at a craft table freely choose resources from the nearby low storage shelves. The thoughtful provision of additional resources and the appropriate staff support mean that children are offered opportunities to extend their play and learning. Whilst outside, children and staff work together to build a tent, laughing as they run inside when it starts raining.

Children are developing their appreciation of books, looking at these independently and regularly visiting the local library to make further choice. Associated activities further promote this area. For example, children read books and produce their own illustrations. Children of all ages enjoy opportunities to understand simple concepts and solve problems. Young children pour and compare volumes of different containers in the sand and water, whilst older children measure toy animals, comparing the sizes and producing drawings to illustrate this, labelling these with words such as 'short, tallest, longest, smallest'.

Children are becoming competent in the use of technology, for example, selecting and completing programmes on the computer. They are offered many opportunities to develop and explore physical movements. For example, they show great delight in their regular dance sessions, where they pretend to pedal bicycles at different speeds, participate in action rhymes, walk on tiptoe, skip and pretend to fly.

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?	2
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

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

Annex B: the Childcare Register

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