

The Day Nursery In Towcester

Inspection report for early years provision

Unique reference number EY298096
Inspection date 14/08/2009
Inspector Patricia King

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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

The Day Nursery in Towcester was registered in 2005. It is a privately owned provision situated close to the centre of the town. The setting offers pre-school, nursery and play scheme provision for children under eight years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend who live in the town or whose parents pass through to employment elsewhere. A maximum of 28 children in the early years age range may attend at any one time and there are currently 42 children on roll. The setting is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are seven members of staff employed to work with the children, of these, six hold appropriate early years qualifications. Opening times are Monday to Friday 7.30 am until 6 pm. The pre-school children are based in two rooms on the ground floor. Babies and toddlers are based in four rooms, including separate sleep rooms on the second floor. There are enclosed areas for outside play. Breakfast, cooked lunch, afternoon teas, as well as morning and afternoon snacks are provided by the nursery.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. The partnership with parents and other agencies is a key strength contributing significantly to ensuring that the needs of all children are recognised and they get any additional support they need. A welcoming, secure environment is created offering an interesting and diverse range of activities and learning opportunities indoors and outside. Comprehensive policies and procedures are in place to support the safety and welfare of children and staff demonstrate secure understanding of how to use these effectively. This setting has not fully established effective systems to evaluate their strengths and weaknesses and secure ongoing improvements.

What steps need to be taken to improve provision further?

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

- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development
- develop effective systems to evaluate performance, recognising strengths and weaknesses and use this information to inform ongoing improvement.

The leadership and management of the early years provision

The owner has a positive vision which has enabled her to establish a quality service to children and their parents to meet their individual needs. She employs a knowledgeable, enthusiastic team of managers and staff committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. The nursery has established effective partnership with others involved in the children's lives, for example, the parents, schools and specialist workers. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the setting. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and daily routines.

All required policies and procedures are in place and regularly reviewed to ensure they are effective. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Written risk assessments are detailed and regularly reviewed which means that potential dangers to children are minimised.

All recommendations from the last inspection have been completed, however, the setting does not have effective systems to evaluate their performance overall which means they have not secured their plans for ongoing improvement.

The quality and standards of the early years provision

Children's welfare, learning and development are effectively promoted. All areas are decorated with displays of the children's work, photos of them at play and illustrations to support the learning and behaviour. The environment is arranged creatively to offer interesting play and learning opportunities and resources are stored within easy reach to promote children's independence and choice. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and learning journals. However, this information is not yet used consistently to plan for individual children's next steps.

Staff have good understanding of the Early Years Foundation Stage with the help of internal and external support and training. This means they enable children across the age ranges to be confident and interested in their play and so develop good attitudes towards learning. Babies receive good levels of support as staff tempt and encourage them with carefully placed toys to promote rolling, stretching and crawling and they beam with delight when their efforts are praised. Any frustration or distress is soothed by gentle support from staff always ready to nurture their progress or help them settle when separation from their carer is difficult.

Innovative and interesting activities are planned to promote children's learning, for example, they have learned how things grow, the importance of a healthy diet and used tools and implements to grow their own crops in the nursery garden.

Children thoroughly enjoyed handling and learning about the animals and creatures visiting from the Zoo Lab and extended the experience with role play using the toys and resources in the nursery. In this way, children are encouraged to question and use all their senses to learn through practical experience.

Staff skilfully use daily routines, such as snack and circle time, and spontaneous opportunities to promote communication and mathematical learning. They offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play thus developing good attitudes towards learning.

Staff demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, children eagerly explain the importance of having a healthy lunchbox and good personal care and have secured clear understanding of road safety procedures through activities linked to people who help us in the community. Children's knowledge and understanding of the world is well promoted because a range of festivals are acknowledged, staff talk to them about other cultures and they have access to toys and resources reflecting diverse lifestyles and practices. They are learning to show concern and care for others as they help to raise funds for others less fortunate in their community and the wider world.

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.	3

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

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