

Normanhurst Day Nursery

Inspection report for early years provision

Unique reference number

EY315302

Inspection date

04/08/2009

Inspector

Jan Burnet

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 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

Normanhurst Day Nursery was registered under new management in 2005. It operates from a large terraced house, overlooking a park, close to Northampton town centre. Playrooms are on three levels; babies are cared for on the ground floor, pre-school children on the first floor and children generally aged two to three years in the basement. There are four steps to the front entrance. All children share access to a secure enclosed outdoor play area at the rear of the building.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children aged under eight years may attend at any one time and all may be in the early years age group. There are currently 48 children aged from birth to under five years on roll. Operational hours are 08.00 to 18.00 for 52 weeks of the year, except for bank holidays. The nursery supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

A team of 10 staff care for the children. Of these, seven hold early years qualifications to Level 3 and two are close to completing a Level 2 qualification. The nursery holds National Day Nursery Association (NDNA) membership and has achieved accreditation with the Effective Early Learning (EEL) Programme.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Staff meet children's individual developmental needs appropriately and generally promote children's welfare satisfactorily, but not all requirements are being met. The provider, manager and staff are aware of the strengths and areas for improvement of the service that they provide and are working as a team to improve the experiences of the children who attend. Systems are in place to ensure that all children are included. Information obtained from parents enables staff to meet children's different needs, but there are limits to how far parents play an active part in their child's learning. Links with other providers have not been fully developed.

What steps need to be taken to improve provision further?

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

- consolidate all staff's knowledge and understanding of the learning steps within the six areas of learning and develop systems for coherence of learning and development across different settings and related to the child's experience at home
- develop opportunities for children to write for different purpose, for example, during role play activities and make sure that children can choose from a range of media and materials to promote creative development
- make sure that the risk assessment record includes anything with which a child comes into contact; with specific reference to the temperature of hot

- water, accessibility of radiators and rules for use of the stairs
- review the complaints procedure to inform parents of required response timescales for written complaints.

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

- make sure that records of information used to assess staff suitability are available to demonstrate to Ofsted that checks have been done (Safeguarding and promoting children's welfare) 11/08/2009
- obtain information about who has legal contact with each child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 04/09/2009

The leadership and management of the early years provision

Safeguarding procedures within the nursery generally ensure that children are protected. A safeguarding children procedure, known by staff and available for parents, clearly identifies staffs' responsibilities if they are concerned about child abuse. In discussion the provider explains sound vetting procedures and shows blank copies of paperwork used to assess suitability. However, completed paperwork is not kept on the premises and so information used to assess staff suitability is not available to demonstrate to Ofsted that checks have been done. As a result, children's welfare is not fully protected because this legal requirement is not met. Information about who has legal contact with each child and who has parental responsibility for the child has not been obtained and this is also an Early Years Foundation Stage (EYFS) requirement. Children's safety is addressed by staff appropriately on a daily basis, but their practice is not fully identified in the written risk assessment and potentially this has an impact upon children's safety. For example, water in the first floor bathroom gets very hot and although staff explain that they mix hot and cold in the sinks for children, older children use the bathroom independently. The risk assessment states that radiators are covered, but some are not, and rules to ensure safe use of the stairs are not identified in the written record.

There are satisfactory systems in place for monitoring and self-assessment in order to improve the service provided. Advice is welcomed and sort from local authority support workers. The owner and manager are currently completing the Ofsted self-evaluation form with the help of staff. A recent priority has been the outdoor play area, which has been fitted with a soft surface.

Staff identify that children now need more opportunities to explore and investigate and need access to more natural resources. At the time of the last inspection seven recommendations were made and these have been satisfactorily addressed. The provider was asked to ensure that staff develop their knowledge of equal opportunities and child protection, improve hygiene procedures and teach children about healthy lifestyles, improve the organisation of space and routines to promote children's independence, and develop learning objectives within planning.

Written policies and procedures are thorough and are available for parents in the entrance hall. The complaints procedure identifies several stages but does not include required response timescales for written complaints. Required children's records are in place and information on each child includes good detail on their individual care needs and some information on their stage of development. However, systems are not in place for all children to ensure that achievements at home are used by staff to inform planning for each child and potentially this impacts upon the progress that children make. Some children attend other EYFS settings and systems are not in place to ensure coherence of learning and development.

The quality and standards of the early years provision

Children enjoy, interact and learn from the range of activities provided that appropriately meet their needs at their different stages of development. Staff record observations, track children's progress and use this information to complete assessment records. They then use what they know about each child to plan for individual learning towards next steps. However, staff do not generally use parents information to inform planning and do not liaise with other providers delivering the EYFS to ensure progression and continuity of learning and care. The interaction between the staff and children is positive and children are sociable and confident. Some staff confidently use the Practice Guidance for the EYFS to ensure that children make good progress, however, not all staff demonstrate a sound understanding of learning steps.

Personal, social and emotional development is strong. Children are happy and settled. Friendships have formed amongst older children and all children play co-operatively. They learn to share and take turns and they show consideration for others. Children develop an awareness of how other people live and share information on their families. Young children are proud of booklets containing photographs of themselves and different family members. All children enjoy books and listening to stories, for example, two-year-old children select favourite books to look at together as they sit on large cushions, the book shows pictures of toys and a child says to her friend, "which one do you want?". Babies make marks in lots of ways, including times when they spill juice or milk and explore with their fingers. All children use pencils and crayons and older children have continual access to graphics resources. However, creative play resources including paint and dough are not freely available for children and older children are not encouraged to write for differences purposes.

On a daily basis children practise manipulative skills with a range of construction materials. They count as they play, name shapes and colours and older children are learning to recognise numerals. Pre-school children develop an awareness of calculation in practical ways, for example, by counting how many plates and cups are needed for the number of children present and by deciding if they have too many or not enough. Children explore and investigate. For example, staff freeze fruit inside ice cubes and children know that they must wait for the ice to melt so that they can get to the fruit, and they explore their senses as they smell and taste

different fruits and cheeses.

Staff create a welcoming environment and have a clear understanding of child protection procedures. Children are learning how to keep themselves safe. For example, road safety and the reason why the fire drill is practised. They are active and understand the benefits of physical activity. Children are provided with healthy meals and snacks and they understand and adopt healthy habits such as good hygiene practices.

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?	3
How well does the provision promote inclusive practice?	3
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?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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