

# Nene Valley Day Nursery

Inspection report for early years provision

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**Unique reference number** 219904  
**Inspection date** 04/11/2009  
**Inspector** Hayley Lapworth

**Setting address** Cliftonville, Northampton, Northamptonshire, NN1 5HL

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Nene Valley Day Nursery is run by Childbase Limited. It opened in 1998 and operates from eight main rooms in a purpose-built building. It is situated within the grounds of Northampton General Hospital. All children have access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for 101 children under eight years of age. There are currently 166 children on roll, all of whom are within the early years age range. Of these 38 receive funding for early education. The setting opens five days a week from 7.00am to 6.00pm and is closed only for public and bank holidays. Children can access a variety of sessions. The setting is able to support children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 34 members of staff working with the children, all of whom hold appropriate early years qualifications of level two and above. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Nene Valley Day Nursery provides children and their families with a very warm and welcoming environment. Staff meet children's individual developmental needs well and promote children's welfare successfully in almost all areas. Inclusion is effectively promoted and superb links are established with parents and carers. Links with other providers where children attend more than one provision are developing generally well. There is good capacity for improvement as the management and staff team work effectively together to continually assess and improve the service they provide.

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

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

- ensure that procedures for children to wash their hands throughout the nursery help prevent the spread of infection

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

Children are kept safe because the staff are aware of their responsibilities with regard to protecting children. They are aware of procedures to follow in the event of a concern, as they understand how to contact the Local Safeguarding Children Board and Ofsted. Managers and staff have a secure understanding of the signs

and symptoms of all types of abuse. All required information linked to the care of each child is requested from parents at the onset of care. Effective procedures for recruitment are in place as each staff member's suitability is thoroughly checked before they have unsupervised access to children. Qualification requirements are exceeded and all staff hold a current first aid certificate. This enhances the quality of the service.

There is a good capacity for improvement as a written self-evaluation has been completed identifying the settings priorities for future improvements. There were two recommendations raised at the time of the last inspection, both of which have been successfully met. The management provides effective leadership and team members share good relationships one another. This is positively enhanced through a range of charity work they are encouraged to be involved in. Regular exchanges of information through planning and team meetings ensure that staff are all appropriately informed of changes and are given the opportunity to share their views and thoughts. Inclusion is effectively promoted as some of the topics are initiated by the children's interests and staff monitor activities to ensure all children have fair access.

Staff have experience of working with the support of local advisors and other professionals in order to provide effective inclusive care for children's special educational needs and/or disabilities. Links with other providers where children attend more than one setting are good for the older age group and are presently being developed for the younger children. Very good use is made of resources and the environment to promote children's learning both in and outdoors. Staff are deployed effectively which means that children are well supervised and supported throughout the session.

Partnership with parents and carers is exceptional. Several parents through various methods positively comment on many aspects of the nursery and the care their children receive. Regular two-way communication between staff and parents effectively supports children's learning and development and ensures each child's ever changing needs are effectively and continually met. Notice boards in the entrance hall and in rooms where the care is provided host a wealth of useful information. The environment is especially welcoming to both children and their parents, they are personally greeted on arrival and a considerable amount of children's work is attractively displayed. A folder is continually available containing the settings comprehensive policies and procedures which successfully reflect the ethos of the setting. Parents are invited to become involved in the 'parents forum' and spend time in the setting with their children through organised 'stay and play' sessions. Attractive and informative records of their children's learning are maintained and parents are invited to contribute to these along with strategies to help parents develop their children's learning at home.

## **The quality and standards of the early years provision and outcomes for children**

Children have fun, are confident and relish their time in this setting. Children's key workers respond to their individual learning needs by identifying their next steps,

through regularly observing them in their play and making assessments of their learning. They effectively use this information to inform planning and as a result, children are making good progress towards the early learning goals. Most staff are knowledgeable about the learning and development requirements within the Early Years Foundation Stage (EYFS) and have a secure understanding of how young children learn. As a result, the children participate in purposeful first hand experiences, which are both adult-led and child-initiated.

The planned environment ensures that available space is optimised well with children's safety being effectively considered. For example, babies who are not yet mobile are cared for in a separate area of their base room whilst furniture is being moved in preparation for meal times. A variety of resources which are in good condition are easily accessible. Therefore, children regularly make their own choices promoting their independence. They are keen to learn and their personal, social and emotional development is good. This is because their self-esteem is fostered through the praise and encouragement regularly given by staff. They share good relationships with staff and one another. This is best demonstrated by the way babies and young children go to staff for comfort, reassurance and support. Staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words. For example, when looking at a merry go-round, staff point to and name the animals and then introduce the sounds the animal makes.

Children are learning about the wider world through exploring their environment, stories, music and role play. A range of religious and cultural festivals are celebrated and a good variety of resources reflect positive images of diversity. Children are involved in fund raising activities supporting several charities. For example, Bliss and the Romanian appeal. Children also learn about natural history as they are involved in creating an area for the dinosaurs to live in. For example, they use a range of creative materials, such as boxes and crepe paper to make trees. The children talk about what they can see and through effective questioning made by the staff they invent fun names for the dinosaurs, such as the 'frilly necked lizard'.

Children's health is promoted well in most areas. Meals are healthy and nutritious and really enjoyed by the children. The environment is well maintained and all rooms used by the children are clean. Visitors are encouraged use anti-bacterial hand gel on arrival and information is shared about outbreaks of illnesses. Some children know why they need to wash their hands and staff talk to them about good hygiene practices. For example, they explain to them what might happen if they put dirty hands in their mouths. However, staff do not always provide children with appropriate hand washing resources. Consequently, children's overall health is compromised. Children are learning how to keep themselves safe as they are regularly involved in practising the fire drill.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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