

Tudor Manor

Inspection report for early years provision

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28/10/2009

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tudor Manor opened in 2005. The family run setting is privately owned and managed. It operates from four main play rooms within a converted house and annexe in Northampton. The setting is open to all areas and has strong links with the local schools. There is a fully enclosed large play area available for outdoor play.

A maximum of 67 children may attend the setting at any one time. There are currently 91 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 24 children receive funding for early years provision. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting currently supports children with special educational needs and/or disabilities, and who speak English as an additional language. There is direct access to the setting although there are a few steps inside the setting.

The group opens five days a week all year round. Sessions are from 8.00am until 6.00pm. Children are able to attend for a variety of sessions.

The setting employ 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an excellent environment which is welcoming, nurturing and inclusive for all, where each child and their family feel valued and involved. Staff strive to provide stimulating and interesting play opportunities and experiences which encourages all children to make excellent progress in their learning and development. Staff effectively promote children's welfare ensuring that all the requirements of the Early Years Foundation Stage are meticulously met. Staff consistently demonstrate how they have raised children's achievement and strive to maintain continual improvements to the service they provide. The manager has an outstanding commitment to the continual development of the service and is an excellent role model to her team. Staff are extremely professional and motivated to ensure the ongoing development of the nursery, enabling children to receive the very best experiences they can in all areas of their development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the systems in place that enable parents to be actively involved in their child's activities and experiences.

The effectiveness of leadership and management of the early years provision

Exceptionally well-written policies and procedures are in place that effectively reflect the ethos of the setting. Robust procedures for the recruitment and vetting of staff are in place and systems to ensure children are only cared for by suitable adults are effective and concise. Staff demonstrate a comprehensive understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. An informative policy ensures parents are also fully aware. Security within the nursery is priority and procedures for the safe collection of children are in place. Staff supervise the children and extra care is taken with the use of CCTV. Thorough risk assessments are used effectively to identify and minimise potential hazards within the premises and during regular activities. These are completed both annually and on a daily basis and any changes are noted and actioned to ensure the ongoing safety of the children, staff and parents. Intricate information is recorded for walks within the local area and maps are in place which highlights the areas that the children will walk. This enables close monitoring of the children when out and have been risk assessed to ensure the utmost safety of the children at all times.

Highly effective management systems ensure that all required records, policies and procedures are in place, reviewed and updated regularly and any changes to legislation and practice are included. The setting has a comprehensive self-evaluation procedure which includes staff and parents and successfully reflects their views. Management within the setting is forward thinking and motivated and continually developing the care, education and service provided. They are enthusiastic in their approach to developing staffs skills and ensure that they are supported and encouraged in their own personal development.

Children have access to an extensive variety of resources and children take care of them and have a pride in all they do. Children are able to move freely within the setting and a free flow system is in place throughout the day, enabling children to make an informed choice with regard to playing indoors or outdoors. The garden is divided into areas of learning and the garden can be changed to make the best use of the space depending on the need of the area. Fences include hinged gates and enable the staff to enlarge specific areas as they need to. Children's independence is continually nurtured and they learn consistent personal hygiene practices. Staff are excellent role models to all of the children.

All families both new and established receive a wealth of information which successfully keeps them up to date and informed about their child's day and their ongoing progress and achievements. Each placement effectively meets their individual needs through the precise information obtained from parents at the start of their child's placement. Extensive information ensures specific dietary needs and preferences are catered for and any medical needs are known and accurately met.

Newsletters, daily discussion and records are shared with parents and open evenings and social events enable staff to talk through each child's development with their parents. Although this is a strong area in the settings provision, staff are continually looking at ways to develop the processes to keep parents informed and involved in their child's learning. The nursery has strong established links with other providers in the area, including teachers at local primary schools, health workers and the Area Special Educational Needs Coordinator (SENCO). All work cohesively ensuring that each child's needs are met and support consistently provided.

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

Children enter an environment that is vibrant, interesting and encourages their natural curiosity as learners. They are continually challenged by staff in their language and thought processes and as a result, clearly enjoy the learning opportunities available to them, achieving high standards. This child-centred environment encourages their desire to learn and staff's commitment and enthusiasm to ensuring children receive the optimum out of the activities they choose in is infectious. Comprehensive information obtained from parents at the start of their child's placement is used as the basis for staff's initial planning. Concise observations and assessments of children's development clearly outline their future developmental needs and are linked to the six areas of learning. Children's needs are very well supported by staff, who have an excellent understanding of the children in their care. Planned spontaneous, purposeful play and exploration, both indoors and out results in children being active learners, creative and able to think critically. A free flow system to enable children to choose to play either indoors and out throughout the day is used effectively and as a result, children are confident and develop good independence skills.

All children, including the babies, enjoy a vast range of activities which are appropriate to their abilities. They are animated when learning and older children are excited when telling staff what they have been doing and recall events when looking at the photographs of themselves and their families which are displayed throughout. Their individual family books, which reflects key people within their lives are a source of comfort and good fun when they look at them and talk to their friends and peers about the family members included. Children within the pre-school room are thrilled when listening to their favourite book 'Animal Boogie' enthusiastically joining in with familiar text and actions. They identify when asked, the characters and show how they dance and move around, singing the 'boogie, woogie, woogie' song. They spend time looking where the animals are from, finding their country of origin on the globe and talking about the way they look and the sounds they make.

Children learn about diversity and the wider world through a wide variety of resources, discussions and celebrations that take place. Staff actively seek to find out key words for children where English is an additional language and staff and parents have also developed story tapes in various languages. Children talk about similarities and differences and books provided reflect disability, culture, gender

and race is a very positive way.

Children's welfare is promoted extremely well and safety is paramount. Children of all ages are comfortable about approaching staff for support with activities and are allowed to make choices with an element of risk, enabling them to learn by these experiences whilst in a safe environment. Children learn about living things and taking care of things that grow. They have grown a wide variety of vegetables within the garden, monitoring their growth, watering them, measuring them and comparing their size. They talk about the things the plants need to grow big and strong, linking that to their own needs such as food, water, care and sunlight. They learn about the different parts of the plants such as the roots, stem, leaves and flowers of the fruit and vegetables and talk about the transition from a seed to a fully grown plant. Each week they cook, sometimes using the products they have grown and compare them when whole, when cut and when cooked.

Children are shown great respect, treated as individuals and time is spent getting to know them and their families when settling into the nursery. Children have a strong sense of belonging and feel safe and secure which is shown through their confidence and enthusiasm to be involved. Behaviour is excellent as a result of their high levels of independent choice about activities and staff's response to their individual needs. Staff are aware of how to handle incidents if they occur taking into account children's age, ability and understanding. Children are very aware of the code of conduct in place within the nursery and remind their peers appropriately, for example, using kind hands and adhering to the correct numbers playing in the water play at any time. Children are encouraged to negotiate with each other and use a sand timer to reflect timescales when waiting their turn to play with a specific toy. They learn to share and take turns which encourages them to develop skills for future and receive consistent praise and encouragement from staff, further compounding their feeling of confidence and security.

Health and hygiene routines within the setting are very good. All areas are clean and effective measures are in place to minimise the spread of infection. Children and babies, where needed have their own individual bedding and cots and staff are vigilant to their comfort and safety. Children learn good personal hygiene skills and wash their hands appropriately throughout the day. They learn about healthy eating and the importance of physical exercise through activities such as ballet and 'Action Kids' which encourages children to learn about their bodies and the importance of physical activity in their daily routines. Children and babies are able to rest as they need to and cuddles and affection are readily given and received.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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