

# Holbourn House Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | 220246   |
| <b>Inspection date</b>         | 01/06/2010   |
| <b>Inspector</b>               | Karen Eunice Millerchip  |
| <b>Setting address</b>         | Holbourn House Day Nursery, The Old School,<br>Dodford, Northampton, Northamptonshire, NN7 4SX |
| <b>Telephone number</b>        | 01327 340760   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises   |

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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

Holbourn House Day Nursery was registered by the current owners in 1990. It operates from the old school in the village of Dodford, Northamptonshire. Children have access to one main room and there is a large, fully enclosed outdoor play area.

A maximum of 20 children may attend the setting at any one time. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 36 children on roll, all of whom are in the early years age range. The group is open each weekday, 48 weeks of the year, from 8.30am to 5.00pm offering session and full day care. Children attend from the surrounding areas and are able to attend for a variety of sessions.

The setting employs four members of care staff two of whom hold an 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 good.

Children are provided with high levels of care and make good progress in their learning and development. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the nursery. The nursery is led by a motivated and experienced manager who uses a sound process of self evaluation and demonstrates a very positive attitude towards continuous improvement. The majority of documentation is well maintained, although, updates are required to ensure that the Early Years Foundation Stage welfare requirements are fully met.

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

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 05/07/2010

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

- seize spontaneous opportunities to extend aspects of numeracy.

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

Careful consideration is given to promoting children's welfare and keeping them safe. Children are protected from harm by staff who are trained to respond promptly to any concerns. A comprehensive safeguarding children policy is actively shared, ensuring everyone involved with the nursery has a good understanding of their responsibilities in safeguarding children. Suitable recruitment procedures ensure all staff and volunteers complete the required suitability checks and are deemed suitable to be in contact with children. The majority of records, documents and policies required for the safe and efficient management of the setting are routinely and effectively maintained. However, details of parental responsibility or legal consent are not in place which potentially affects children's safety. Risk assessments are routinely undertaken to limit children's access to potential hazards within the premises and during outings. In addition, the effective deployment of staff helps to ensure that children remain well supervised when moving between the indoor and outdoor environments.

Staff take time to build strong relationships with parents and carers in order to find out about the needs of individual children. For example, a stay and play session is offered to gradually introduce children to the setting, parents are encouraged to contribute to their child's 'All About Me' sheet when they first join the nursery, providing meaningful information about children's home routines. A gradual settling in process helps staff, children and parents to become familiar with each other and the environment. Parents are well informed about all aspects of their child's achievement, wellbeing and development and are very receptive to suggestions from staff as to how they can actively support their child's learning at home. Strong partnerships with parents and carers, as well as good links with other professionals ensures that the needs of all children are effectively met. The staff team demonstrates a commitment to working with others to support the inclusion of children with special educational needs and/or disabilities. Recommendations made at the last inspection have been fully addressed and have improved the outcomes for children at the nursery.

All children, parents and visitors to the nursery receive a very warm welcome. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their starting points. Staff are motivated and have high aspirations for the quality of the service provided at the nursery and create regular opportunities to reflect on their practice.

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

Staff demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Staff are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. Effective planning and

organisation ensure that every child is challenged by the learning experiences provided. Activities are matched to the full range of children's needs, however, spontaneous opportunities to extend numeracy are not always maximised. Staff actively promote learning through play and having fun. Children are interested and excited by what they do and, thereby, develop their existing skills and knowledge and make good progress in their learning.

A welcoming, well equipped environment successfully reflects children's backgrounds and the wider community. Children display a strong sense of belonging within the nursery and all appear settled and happy. Their behaviour is exemplary and children are beginning to show an excellent awareness of responsibility. For example, they independently access toilet facilities, help themselves to snacks, set up activities and tidy away their toys. Children are motivated and share responsibility for decisions. They play and work harmoniously alongside their peers and build strong relationships. Children of all ages actively explore their surroundings with interest and receive ongoing praise and support from kind and enthusiastic staff. Children know what is expected of them and good quality interaction and well organised routines help them to become secure and confident. Children are curious and inquisitive learners, understanding the need to cooperate and resolve situations by themselves.

Children are actively involved in learning about the world around them and gain an excellent understanding of healthy lifestyles. For example, they demonstrate a positive attitude towards eating healthily, routinely clean their teeth after eating and learn about recycling. Children willingly participate in a wide range of physical activities, both indoors and outside. Topic based activities are implemented, such as, investigating wildlife and the growing of fruit and vegetables, such as, strawberries, carrots and runner beans. The stimulating outside area is used very creatively to promote children's curiosity and they enthusiastically create dens in the bushes, use small wheeled toys, play in the sand or develop their imagination on the 'pirates ship'. Children of all ages regularly come across new and interesting challenges and learning across all areas of learning is seamless. Children develop a good understanding of the wider world and are well equipped with skills to secure future learning.

Children are fascinated with living things and use binoculars to identify rabbits and birds in the surrounding fields and to identify 'safari animals' hidden in the bushes within the garden. They find and observe mini beasts through magnifying glasses and enjoy digging for worms. They listen attentively to stories related to the current 'safari animal' theme and later draw pictures of their favourite animals. Opportunities to explore information technology are plentiful and children confidently use the computer to create drawings and play educational games, use the interactive board to look at photographs, picture and games and freely use the smaller equipment within the setting. Messy play is popular and children show delight as they make animal tracks with paint and design and make extra sets of binoculars to search for wild animals. Children learn to become independent through secure relationships with adults and they are all valued as part of the group. The needs of the children are paramount and staff are dedicated to creating an inviting and inclusive atmosphere where children flourish.

Children show growing independence as they select their favourite fruit and drink at snack time and help to clear away afterwards. Meals times are a sociable event and staff eat with the children to encourage good table manners and help younger children develop self help skills. All meals are freshly prepared on the premises and are in line with children's individual dietary requirements.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 1 |
| 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                                | 2 |

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

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 1 |
| 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        | 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