

Norwich Road Nursery

Inspection report for early years provision

Unique reference number EY288164
Inspection date 15/03/2010
Inspector Deirdra Keating

Setting address Norwich Road, Attleborough, Norfolk, NR17 2JX

Telephone number 01953 453316
Email childcare@norwickroadnursery.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

The Norwich Road Nursery registered in 2004 and is privately owned and managed. The nursery operates from a former residential property. The ground floor of the nursery room has access to an enclosed outdoor play area. The nursery is in Attleborough, Norfolk. It is open each weekday from 8.00am to 5.30pm for 49 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. There are currently 90 children aged from six months to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs and/or disabilities and children who have English as an additional language.

There are 16 members of staff, 14 of whom hold early years qualifications to at least Level 2. One member of staff has recently achieved Early Years Professional Status and two of staff have an Early years degree. The nursery employ a cook and a cleaner as part of the staff. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress at the welcoming and homely nursery where they are happy, settled and motivated to learn. They access a wide range of play opportunities that are generally organised well to meet their developmental stages and interests. A secure knowledge of each child's needs enables staff to promote children's welfare and learning with success. The setting works well with parents and this is significant in meeting children's needs through good continuity of care. The setting demonstrates a good capacity for continuous improvement through the rigorous self-evaluation processes which involve all staff. Actions for improvements are targeted well and have brought sustained improvement to the setting.

What steps need to be taken to improve provision further?

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

- review the organisation of toys and activities to provide older children with more opportunities to independently initiate their own play and follow their own interests.

The effectiveness of leadership and management of the early years provision

The nursery has clear strategies and procedures in place to ensure the safeguarding and welfare of children. The manager is the designated safeguarding coordinator and ensures that all other staff know how to implement the correct procedures. The systems in place are well established and have been reviewed carefully by the management team. All staff are suitable to work with children and demonstrate a high level of commitment to promoting children's safety and well-being. The joint managers have a rigorous recruitment procedure which is meticulously carried out to ensure that all staff in the nursery are suitable and well qualified. Daily risk assessments are conducted to ensure that children can play safely and securely in the nursery.

There is an strong emphasis on driving improvement and plans are clearly targeted to improve outcomes for children. For example, staff at the nursery recognise there is not enough provision for children between the baby room and the toddler room and have plans to develop another garden room to provide for this transitional age group. The conscientious and dedicated managers work in the provision everyday, they provide cover for staff, deal with any parental concerns and are fully involved in all aspects of the provision. Subsequently, they are able to monitor the provision very well and have detailed knowledge of the setting's strengths and weaknesses. The managers have developed good relationships with the staff and encourage positive, working relationships between staff at the nursery. This promotes a culture of open communication based on trust and enables staff to be reflective practitioners who strive to improve outcomes for children. The recommendations raised at the last inspection have been addressed to bring about clear improvements to the assessment arrangements and outcomes for children's health and safety.

Staff are deployed very well to ensure they are high in number and there are good arrangements in place to cover staff breaks. The managers provide clear direction to all staff to ensure the smooth running of the nursery and ensure that ratios of adults are always high. There are a good range of stimulating resources that are of a high quality. However, these are not always deployed well to effectively provide children with enough choices during some periods of the day.

Staff understand the benefits of a positive parent partnership and provide regular opportunities for parents to become involved in their children's learning. Daily discussions, friendly newsletters, displays and dairies ensure that parents know the details of their child's day and any forthcoming events. Parents speak highly of the nursery and the approachable staff, they are involved in their children's learning and development as learning records are shared regularly and any concerns are discussed. Staff work in close partnership with outside professionals to provide effective support for children with special educational needs and/or disabilities. They work closely with the area Special Educational Needs Coordinator and use this support well to ensure that their practice is inclusive and all children can progress in the nursery given their different capabilities and starting points. This partnership working has been extended to other local providers of the Early Years

Foundation Stage in the local area. For example, there are systems in place to ensure that children's records can be shared with other provisions they attend. The nursery is proactive in the local area and works well with the local school. Teaching staff are invited to visit the nursery children who are due to start school. This ensures that transition for children is managed well and that children with special educational needs and/or disabilities will benefit from shared arrangements that are carefully planned to ensure their individual needs continue to be met.

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

Children make good progress towards the early learning goals across all areas of learning. They benefit from an approach that combines some Montessori practice with activities based on the learning and development requirements of the Early Years Foundation Stage. The combination of these two approaches has been carefully planned by the manager to allow children to access resources independently and develop at their own individual rate. Routines are generally flexible and adapted to meet individual children's needs. There are good systems in place to ensure that all children can actively progress, promoting an inclusive environment where all children are equally valued.

Children are secure and settled, they have developed trusting relationships with the staff and this helps them develop a strong sense of belonging in the nursery. Babies benefit from high staff ratios and close relationships with key staff. Young children taking tentative steps to walk are given lots of praise and encouragement by warm tactile staff. Children regularly show their affection for staff asking for hugs and cuddles and sitting on their laps. The nursery is reassuring and homely providing a nurturing environment in which young children can safely explore and learn.

Children are given lots of sensory and tactile experiences to help them learn to explore and express themselves. They paint, play with sand and enjoy the feel of cooked pasta in a tray. Books are an important part of nursery life and children often enjoy stories with staff in the cosy book corner. This provides children with one to one time as they happily cuddle up with staff and learn new word names from picture books which helps develop their language for speaking. Older children also enjoy books and show a good understanding of the agreed rules as they sit for a whole group story. They enthusiastically join in with repeating lines and act out stories in the garden that are familiar to them.

Children are becoming increasingly independent and are strongly encouraged to make choices about what to do. During the first half of the morning older children choose from a range of core Montessori materials and then move onto free choice of resources. Children self-select Montessori equipment independently from low shelves and carefully carry trays with real materials such as glass and china. They learn to put lids on and off and balance well as they carry trays of containers and liquids. This gives children the chance to develop skills for the future as they enjoy these real experiences. During the second part of the morning children choose from a wider selection of resources, however, the organisation of these requires

further consideration to ensure that children have a choice of resources that cover all areas of learning.

Children feel safe in the setting because they know what is expected of them and staff consistently remind them to play safely and walk whilst inside the nursery. Specific visitors from the local community help children understand about a range of personal safety issues. All children show an extremely high understanding of personal hygiene routines. They eat healthy choices at snack time and enjoy cooked hot food at lunch time that has been locally sourced and freshly prepared by the cook. The children are involved in the planting, tending and harvesting of vegetables from the garden and this encourages them to try different vegetables and understand about healthy food. Children thoroughly meal times as food is carefully prepared and presented well. Healthy lifestyles are strongly promoted and children benefit from spending long periods of time outside in the fresh air where they take part in an innovative range of physical activities. Older children choose when to have exercise and fresh air throughout the day in the well-equipped garden. Babies and young children are content and settled because their individual health, physical and dietary needs are met to an excellent standard.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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