

Child First Northampton

Inspection report for early years provision

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Inspector

Andrea Ewer

Setting address

Moulton Lodge, Moulton Way North, Moulton,
Northampton, Northamptonshire, NN3 7RW

Telephone number

01604 790 440

Email

northampton@childfirst.co.uk

Type of setting

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
W: 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.

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

Child First Northampton is one of four nurseries run by Childcare and Learning (Ravenstone) Ltd. It opened in 2006 and operates from Moulton Lodge, a converted Georgian Listed building, situated in its own grounds in Moulton, Northamptonshire. Children are cared for in nine rooms over two floors and are grouped according to their age and ability. All children have access to outdoor play.

Children come from the village and surrounding areas.

The nursery is registered on the Early Years Register to care for a maximum of 80 children at any one time. It is open each weekday from 8.00 am to 6.00 pm for 50 weeks of the year. There are currently 82 children on roll, aged from birth to under eight years. Of these, 35 children receive funding for nursery education.

The nursery employs 18 childcare staff, 17 of whom hold appropriate early years qualifications. One member of staff is working towards a qualification. They receive support from a local authority advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and ambitious leadership have a clear aim of providing high quality care and learning to children who attend. They have created an enabling environment where children feel highly valued and fully included. The effective use of self-evaluation contributes successfully to the positive outcomes for children and shows a strong capacity to maintain continuous improvement. Effective procedures that are implemented, consistently ensure children are fully safeguarded. The strong partnerships with parents and others involved with children, ensures they are all fully informed, and contributes very well to a cohesive approach to their care and education.

What steps need to be taken to improve provision further?

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

- consider the organisation of the role play area to support and extend children's learning more effectively
- take all reasonable steps to ensure hazards are kept to a minimum with particular regard to the door to the role play area
- develop the record of complaints to take account of responsibilities under the Data Protection Act 1998 and Freedom of information Act 2000

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure children are well-protected from harm or neglect. Staff are well-qualified and experienced and are aware of their roles and responsibilities in keeping children safe. Overall, they are deployed effectively to make sure ratios are met and that children are properly supervised at all times. Written risk assessments, that clearly identify potential hazards indoors and outdoors, are supplemented by daily informal safety checks carried out by staff. This ensures that most potential hazards are minimised and appropriate action is taken to reduce the risk of accidents. The fire door to the role play area, however, potentially compromises children's safety. Staff have a secure understanding of the signs and symptoms of child abuse, and carry out procedures in line with Local Safeguarding Children Board procedures. Additionally, staff continue to attend training to make sure they have up-to-date knowledge and understanding of safeguarding issues, which ensures children are fully protected at all times.

The nursery has a clear aim of providing high quality care and learning for all children who attend. Managers fully support staff to update and maintain their professional skills and knowledge through training, and to improve qualification levels to meet and exceed EYFS requirements. The effective use of ongoing self-evaluation overall contributes well to improving outcomes for children. Staff regularly update development plans for each area of the nursery to continually revisit the day-to-day practice and reinforce children's learning and the quality of teaching.

The self-evaluation includes staff views and identifies the nursery's strengths and priorities for development. Comprehensive written policies and procedures, that underpin the practice in all areas of the nursery, are understood and implemented consistently by all staff and are readily accessible to parents. The record keeping system for complaints does not comply with the Data Protection Act, as personal details have not been removed. The regular newsletters remind parents of individual policies and highlights any changes.

Overall inclusive practice is promoted very well. Staff obtain comprehensive information about children's needs when they start at the nursery, which is used to plan activities and care tailored to meet their individual needs. Parents of children under a year old provide details of their home routines for sleep, meals and comforters, and staff incorporate these into the child's routine at the nursery, which helps them to feel secure. Staff are sensitive to children's preferences, likes and dislikes and take account of them during planning. For example, they organise a 'Pirates Day' to ensure children who would not enjoy the planned visit by the Fire Brigade do not feel left out as they also enjoy a special day. Additionally, this shows children feel safe and are able to share their concerns with staff.

Extremely positive partnerships with parents ensure children's individual needs are well-met. The nursery holds regular meetings to share information about children's progress and parents are encouraged to contribute their observations of children to their development records. Parents say they feel welcome in the nursery and

value the friendly, approachable staff who keep them fully informed about their children, daily, through the use of feedback sheets and regular discussions.

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

Most children, including those with learning difficulties, make good progress towards the early learning goals. Staff have a secure understanding of the Early Years Foundation Stage and use their knowledge to plan and provide a stimulating nursery environment that children enjoy attending. Records of children's achievements are used well to inform good quality planning that helps children develop a secure foundation for their future learning as they build on skills they already have. Snapshot observations are clearly linked to the development matters as set out in the Early Years Foundation Stage practice guidance, and staff use their observations to identify the next steps in children's learning. For example, when children show an interest in feeding themselves, staff record this as their next step and provide additional cutlery that they can use to feed themselves, with support to ensure that they eat sufficient quantities for their needs. This shows children's progress towards the early learning goals is closely monitored and effective steps taken to help them build on what they know and can do already.

Children develop a positive attitude to learning and become active, inquisitive learners. Staff provide a stimulating range of activities that captures their imagination and meets their learning and development needs very well overall. Exceptionally good use is made of the substantial grounds the nursery is set in, with the support and assistance of an ecology group, to promote learning outcomes for all children. The nursery has their own 'Forest School' where children gain an excellent understanding of the food chain and engage in a wide range of activities that contributes successfully to them developing a healthy lifestyle and a very good understanding of the natural world. Children gain practical, first hand knowledge of how to grow food, as they are actively involved in most aspects of growing the vast range of fruits and vegetables. Once harvested, they help to prepare the seasonal vegetables, before they are cooked on the premises daily and served as part of the nutritious, well-balanced meals and snacks. They gain an increased vocabulary and learn about caring for living things. For example, they talk about sowing the seeds, which plants need to grow in the greenhouse, poly tunnel or in the ground, and what is needed to help the plants grow.

Children make a clay oven that they use to toast marshmallows, cook sausages and warm soup, under the close supervision of staff. Children regularly make bread, cakes and biscuits, where they learn about weights and measures and observe change as they add ingredients and cook them in the oven. They enjoy pond dipping, where they observe insects and wildlife in the pond and talk about the fox who only comes out at night. Children use their imagination well during role play. They go shopping, cook dinner and wash staffs' hair using the suitable equipment, such as empty bottles of shampoo, empty food containers and raw spaghetti.

They have very good opportunities for fresh air and exercise that helps to develop

their physical skills. Children under one gain confidence in their abilities as they crawl, pull themselves up using furniture for support and sidestep around the furniture. They develop increased control of their bodies and improve their coordination as they run around energetically outdoors, climb, balance and push and ride wheeled toys. Children start to recognise numbers as labels and for counting as they observe the attractive number displays around the nursery. They correctly identify the animal picture cards and confidently count how many cards they have in total at the end of the game. They have many opportunities for mark-making and regularly use the cosy and inviting book corners to look at books for enjoyment, which helps to develop early reading and writing skills.

Overall the nursery is well-resourced and children have access to a wide range of good quality toys, furniture, equipment and activities. On the day of the inspection the role play area was not organised effectively and children did not have access to activities and resources that helps them appreciate our similarities and differences. Children do, however, confidently choose what to play with from the range of activities set out, and readily access additional resources to develop their play and ideas from the low level storage units.

Children show a strong sense of security in the nursery. They are confident, self-assured, have excellent relationships with staff and are forming friendships with each other. They play harmoniously with their peers and have a very good understanding of what is expected of them. Children respond very well to the effective strategies used to manage their behaviour. They have extensive opportunities to make choices and play an active role in many aspects of the nursery. This gives them a strong sense of belonging, promotes their independence and helps them to feel highly valued. They approach staff confidently when they wish to play outside, and children in the toddlers and pre-school area choose which area of the nursery to play in during free-flow. They help to put the duck eggs in the incubator and look forward to them hatching with excitement. They named the ducks Jesus and Mary when they hatched and helped to make a pen for them to live in.

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	1
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

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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