

# Rothersthorpe Nursery Ltd.

Inspection report for early years provision

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<b>Unique reference number</b>	EY314576
<b>Inspection date</b>	02/06/2010
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<b>Type of setting</b>	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

Rothersthorpe Day Nursery changed ownership in 2005. The setting is privately owned and managed. It operates from the old school building in the village of Rothersthorpe, Northampton. Children are cared for on both levels, there is no lift access to the first floor. The setting has strong links with the local school and children come from the village and surrounding areas. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 55 children may attend the nursery at any one time. There are currently 56 children on roll, 45 of whom are within the early years age range. The group opens five days a week all year round. Sessions are from 07.30am until 06.00pm. Children are able to attend for a variety of sessions.

The setting employs seven members of child care staff, of these, five hold appropriate early years qualifications. The manager also has Early Years Professional Status. Two staff are currently working towards a recognised early years qualification. The setting receives support from the local authority and has achieved 'Aiming for Quality', which is accredited by the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The friendly and secure environment created by staff ensures that children are safe, settled and happy. Provision is inclusive and all children's welfare needs are extremely well-met because staff obtain information about their individual needs and develop exceptionally strong partnerships with their parents and carers. Effective links are made with other local early years settings and services, which means that children are well-supported and make good progress, taking in account their starting points and abilities. The management team have a clear vision for the nursery and have instigated a variety of monitoring systems to help evaluate practice.

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

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

- improve systems for administering medicines to ensure that there is sufficient information recorded
- develop further, existing systems for recording the children's hours of attendance.

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

Staff demonstrate an excellent understanding of safeguarding procedures and a very clear child protection policy is in place. This is effectively shared with parents so all adults have a comprehensive understanding of their collective roles and responsibilities in protecting children from harm. All staff regularly attend child protection courses to keep their knowledge and skills updated. Managers have a wealth of experience working with external agencies and these partnerships are highly effective to ensure that children are safeguarded. Robust vetting procedures ensure that all adults working with children are suitable to do so and staff are vigilant with regards to safety and security. They visually check the premises and equipment on a daily basis and remind children about being careful and using resources safely and considerately. A risk assessment record is well-maintained and this successfully helps to identify and minimise a range of potential risks to children. In the main, documentation is maintained well, however, on the day of inspection children's hours of attendance were not accurately recorded in one room and this could potentially compromise children's safety in an emergency.

Approaches for working in partnership with parents and carers are exceptional. A 'welcoming room' enables parents to sit in comfort and read through policies and procedures at their leisure. An abundance of photographs and general information gives them an excellent insight to nursery life. Display boards provide parents with suggestions and ideas on how they can develop their children's learning at home, and regular two-way communication between staff and parents ensures each child's ever changing needs are effectively and continually met. Notice boards around the nursery display a wealth of useful information and children's work is attractively displayed. Parents are asked for their suggestions and complete questionnaires. Any ideas or points of view are discussed, evaluated and changes made where it is felt to be in the best interests of the children. For example, a spy hole has been fitted to the front door as an extra security measure. Informative 'Learning Journeys' are maintained for children and parents are invited to contribute to these.

Staff within the nursery work well as a team and benefit from the managers enthusiasm and commitment to provide good quality provision. The majority of the staff team hold appropriate early years qualifications, and staff complete short courses to improve and update their expertise. Some staff are adding to their qualifications by completing further training. As a result, children are cared for by adults with an up-to-date knowledge and understanding of the Early Years Foundation Stage. Staff have clear delegated roles and take responsibility for first aid, behaviour, child protection and supporting children with additional needs. Staff to children ratios are maintained and suitable procedures are in place to cover staff absences. Regular meetings help staff to plan the education programme and to discuss any issues.

Strong links are fostered with other settings delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care. Staff embrace the support of the local authority mentors and advisors and work in partnership with

them to improve their practice. This has a positive impact on the children's care and learning. Inclusion is promoted well, the diversity of individuals is valued and respected. Those with learning difficulties and/or disabilities are supported by staff and as a result, all children are making good progress in their development.

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

Children enjoy the time they spend at the nursery, they are happy, settled and secure. Effective use of the key person system ensures children are able to form appropriate attachments and provides parents with a focal point for information sharing. Children are encouraged to become independent learners, with staff having the skills to know when to support children in extending their learning. They are provided with interesting activities that are tailored to meet their individual learning needs. Staff observe children and identify and plan for the next steps in their learning. The indoor play rooms and the outdoor area are set out with a wide range of activities which means that children are busy throughout the day. They move freely amongst the activities, making choices and developing play with friends. Staff structure the day flexibly and have introduced 'free flow' play to maximise opportunities for children's progress and enjoyment.

Children's language skills are well-supported, with staff helping children to think and to problem solve as they play. They generally use open ended questions to encourage conversation as they confidently chat to adults and each other. Children sit together, sharing stories which they pretend to read. They have opportunities to be creative and to explore different textures. For example, young children paint with their fingers and pre-schooler's experiment and create pictures with oil based paints which float on water. Children regularly visit the local farm where they learn about growing organic produce. They observe pumpkins and broccoli growing at various stages and tend to the animals. Tree branches are collected along the way to make teepees. They celebrate some festivals from around the world and use a range of resources which are representative of other cultures. For example, books, role play equipment and musical instruments. Therefore, children's knowledge and understanding of culture and religion is being extended.

Children learn to take turns and share equipment as they play together, with any disputes used as opportunities for staff to develop children's understanding of fair play. Staff are consistent when handling behaviour and reinforce the positive aspects, for example, lots of praise for helping to tidy up. This boosts the children's self-esteem and helps them to learn about reasonable and responsible behaviour. Children understand the need for safety rules because staff reinforce and explain why the rules are in place, for example, holding on to the banister when walking down the stairs. They wear fluorescent tabards when they are out and about so that they are clearly visible. Heart Radio also paid a visit to hand out reflector lights to promote road safety.

Positive steps are taken to promote children's good health and well-being, including minimising the risks of cross infection and by following sound procedures when children are ill. All staff are trained in first aid and they know where to

access the first aid box should an accident occur. Parents give permission for medicines to be administered and they are appropriately stored. However, some medication records do not include the name of the medicine given which means that there is insufficient information recorded. Children enjoy regular outdoor play. They explore and examine natural items, such as cones, shells and pebbles, and experiment with water and sand. Children develop healthy eating habits because they are provided with a good variety of freshly prepared, well-balanced meals and snacks, for example, pasta dishes, curries, fish and meat with seasonal vegetables. Staff chat to the children about healthy eating, actively encouraging them to try different food and to be independent.

## 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	1
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