

Northumberland Day Nursery

Inspection report for early years provision

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Inspector ISP Inspection

Setting address 14 Northumberland Avenue, Reading, Berkshire, RG2 7PW

Telephone number 01189 875943
Email Nicola.hodson@orange.net / redplexus@btconnect.com
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.

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Description of the setting

Northumberland Day Nursery first opened in 1982 is on the Early years register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It is one of 10 day nurseries owned by Complete Childcare Limited and has been under the current ownership since October 2005. The nursery operates from a house in South Reading. A maximum of 60 children may attend at any one time. The nursery is open each weekday from 8.00 am until 6.00 pm. There is a fully enclosed area available for outside play. The baby rooms are upstairs and there is no lift.

There are currently 46 children on roll. This includes 13 children in receipt of nursery education funding. Children attend for a variety of sessions. The nursery serves the local and surrounding areas. The setting is able to support children with learning disabilities and English as an additional language. There are 11 members of staff working directly with the children. Of these, 9 hold relevant early years qualifications. A further two members of staff are working towards a childcare qualification. Acting manager holds a level 6 qualification and the deputy manager is working towards a level 5 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are helped to learn and develop by staff's very good support and the bright, fresh, child-friendly learning environment. Children's uniqueness and individuality are fully respected and valued. Written policies and procedures are being implemented well and support staff in their working practices, promoting children's well-being. The setting has very good systems in place to monitor and evaluate their practice. Children benefit from the staff's excellent commitment to driving improvements. Children access good quality toys and equipment, which help them achieve in all six areas of learning within the Early Years foundation Stage curriculum.

What steps need to be taken to improve provision further?

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

- increase practices to ensure problem solving, reasoning and numeracy development is fully implemented into everyday activities
- consider introducing ways of ensuring children wash their hands before eating breakfast on arrival and ensure all changing mats are in suitable condition for use.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding procedures if they have concerns about children in their care. Management ensure all staff have implemented priority safeguarding training when staff joining the company. Additional literature supports staff in this area. Robust vetting procedures make sure staff have relevant checks and no one is left alone with children without these checks in place. Documentation is completed to ensure the welfare and safety of children and relevant forms and paperwork are signed by parents. Staff monitor the entrance to the setting and good risk assessments are in place to ensure the environment is safe for the children to access. Staff are vigilant and actively identify potential hazards, reducing risks to children. Children are encouraged to keep themselves safe. For example, the older children know to sweep up spilt sand as this could make them slip and the babies come downstairs feet first on their tummies. Babies and children access a wide variety of toys and equipment, which are age and developmentally appropriate, supporting their learning and care needs.

The self-evaluation system enables staff to identify strength and areas to develop. This document is shared with all staff and they have taken on additional roles and duties to action identified areas to develop. This has improved their practice and raised the standards in the setting. The setting have an excellent attitude to driving improving and an ambitious aspiration to strive to achieve a high quality provision. This vision is shared by both staff and management. All recommendations identified at the previous inspections have been addressed. staff are committed to bring about changes and have confidence in management regarding leadership to achieve this.

The observation and assessment system is effective in design and enables staff to keep the documents up to date. The system is tailored to meet individual needs and abilities and contains a good source of detail to inform future planning needs of the children. Children's additional learning and development needs are identified and supported well through strong links with other professionals and parents. Inclusion is actively promoted. Children become aware of the wider world and recognise and acknowledge differences through celebrating festivals, visits to the local community and accessing a wide variety of resources. For example, the older children baked Anzac biscuits and completed Aboriginal paintings to celebrate Australia day. Children's heritage is valued. Staff ensure they know some spoken words from children's home languages and know the family's context.

Excellent links are fostered with parents, significantly impacting on the children's continuity of care and learning. The weekend book, newly introduced in the Big Toddlers room, enables staff to introduce discussions during group times about the child's time at home. Bruno the bear visits the older children's homes in turn and the children take Bruno on lots of different adventures, which they then share with the group on Bruno's return. Parents' views and ideas are valued and a recent questionnaire enables the setting to understand their needs. Parents' notice boards are bright and informative and daily verbal exchanges ensure staff and

parents share information regularly. Children benefit significantly from these strong links.

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

The balance of adult and child led activities fosters active learning. Children's views and ideas are respected and they are fully involved in planning activities. Children take part in numerous, varied activities, which meet their developmental needs well. The staff are supportive, encouraging and foster children's learning well. Staff engage children's interests by asking questions to help them think and by responding positively to their views, ideas, gestures and various ways of communications. Staff respond promptly to children's distress signs and offer comfort, support and reassurance. Consequently children feel very safe and secure. Pre-visits to the setting and good transition processes between the different rooms, enable staff to become aware of children's starting points and abilities and their routines. This helps children feel valued and to develop a strong sense of belonging. Children are able to self-select their chosen activities and do so with confidence.

Play is planned and purposeful, both indoors and outside. Children engage in solitary play and build up strong interactions with their peers and staff. Children access activities, which incorporate the six areas of learning. However, at times staff miss opportunities to extend children's learning fully with problem solving, reasoning and numeracy. Children's behaviour is very good and consistently managed. They join in, cooperate and share with one another. Children develop skills for the future by accessing equipment, such as computers and calculators, confidently communicate through words and gestures and use numbers and counting in activities such as Little Movers dance session and counting rhymes. Planting potatoes and then cooking, tasting and painting with the end results help children discover the joys of growing their own produce and introduces them to the concept of sustainability.

Children are active by climbing, running, marching, skipping and matching movement to music. They are beginning to understand the benefits of being healthy and access fresh air regularly. Fresh water is easily accessible for children to access and meal times are sociable occasions for all age groups. Healthy, freshly cooked meals are prepared on site and dietary needs and intolerances are catered for. Hygiene practices are good and resources support children in their independence with self-care skills. For example, tissues and hand sanitizer are easily accessible for children to access. However, current practices do not monitor children's hygiene before eating breakfast on arrival and nappy changing mats are not assessed to ensure they are in good condition to prevent cross contamination.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
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