



The Day Nursery In Towcester

Inspection report for early years provision

Unique Reference Number	EY298096
Inspection date	14 November 2005
Inspector	Rachael Mankiewicz
Setting Address	6 Watling Street East, Towcester, Northamptonshire, NN12 6AF
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Registered person	Christina Margaret Alexandrou
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Day Nursery in Towcester was registered in 2005. It is situated close to the centre of the town. Children attend who live in the town or whose parents pass through to employment elsewhere. The nursery is open from 08:00 to 18:00 Monday to Friday, except for Bank Holidays and one week at Christmas.

The pre-school children are based in two rooms on the ground floor. Babies and toddlers are based in four rooms, including separate sleep rooms on the second

floor. There are enclosed areas for outside play. Breakfast and afternoon teas are provided, with parents providing lunch at present.

There are currently 27 children on roll with 3 children receiving funding for their nursery education. Children are cared for by 6 members of staff, of whom 5 have relevant childcare qualifications. The nursery is able to support children with special educational needs and those who have English as an additional language. The nursery receives support from the local education authority advisory service and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing their understanding and awareness of good health and hygiene through well-organised daily routines and planned activities. For instance they know to wash their hands before meals and some children ask to do the washing up after a tea party activity. Healthy lifestyles are being promoted through the good use of the outdoor space. Children enthusiastically participate in activities on the various play surfaces, such as running on the grass and making obstacle courses on the bark area. Older children experience the changes within their bodies as they exercise in the fresh air and in dance and movement activities inside. They begin to understand that they need to cool down and to take drinks regularly. Staff have begun to use the 'Birth to three matters' guidance to provide a good range of indoor and outdoor physical play experiences for babies and children under three years of age, including physical activities in the sensory room. Children have good arrangements for rest, relaxation and sleep which meet their needs through the day.

Children benefit from a healthy diet with healthy breakfasts, tea and snacks. Special dietary requirements are complied with in partnership with parents. Children enjoy snack and meal times as sociable occasions as they meet up with their friends and talk about what they are eating with the adults. They are learning about vegetables and why they are good to eat when they grow plants in the garden. Children's welfare is safeguarded because staff have up to date knowledge of food hygiene and first aid, and appropriate procedures are in place if children are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as a result of the adults' good awareness of health and safety and because all reasonable steps are taken to reduce the risk of accidents. For example, equipment is sited over softer play surfaces and children use a good range of safe, good quality resources which are regularly inspected by the staff to ensure that they are suitable and age-appropriate to the children. Children are encouraged to use equipment and resources safely and with respect which helps children learn to take responsibility for keeping themselves safe. They show some understanding of safe

practices such as picking up items from the floor and the need to put away toys when finished with. This area is developed further as the children learn about road safety when they practice on ride-on toys and walk around the local environment. Children are well protected as they are supervised well at all times and staff understand their responsibilities and generally keep up to date with training and information about the local Child Protection Committee guidelines.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery because they are welcomed and cared for by friendly and knowledgeable staff. All children experience attractive displays and excellent resources which help create both a stimulating learning environment and a relaxing play space. Children make decisions about selecting toys to play with, whether to enjoy physical exercise or to take part in a quiet activity or relaxation. They show confidence and independence as they move around the activities, with control and co-ordination. Children are building caring and sensitive relationships with the staff and other children as they are encouraged to share and negotiate. Their language and mathematical thinking is beginning to develop through songs and rhymes when children count and participate in the actions enthusiastically. The needs of babies and younger children are generally met through satisfactory organisation of care and the provision of interesting experiences. However, the staff have limited knowledge of a formal development system which shows intended progress for the younger children such as 'Birth to three matters' framework.

Nursery Education.

The quality of teaching and children's learning is satisfactory. The children's natural enthusiasm for learning is developed through the good range of activities which offer a balance of adult-directed and child-chosen activities. They listen to instructions and explanations and co-operate well and enthusiastically, for instance as they pour water during a tea party activity. Children do not always use numbers during practical activities and routines, such as working out how many children can sit at a table or recognising the numbers of the date on the weather board. They recognise different shapes in the environment and consolidate their knowledge of shape and colour as they play games on the computer. Children explore with wonder and enjoyment a range of different materials, both natural and man-made, and talk about growing plants in the garden. They express their ideas and creativity through role play, music and art and craft activities using a variety of textures.

Children concentrate well and persist at their chosen activities. For example, the children enjoy pouring and measuring water at the tea party. They understand that written words convey messages as they see signs and instructions around them, enjoy looking at books, and develop their own mark-making skills within a range of experiences. Children show an interest in the local environment as they visit the shops, go on walks and enjoy visitors to the group.

Children have begun to make good progress towards the early learning goals because most of the staff have a sound knowledge of the Foundation Stage, use a

good range of teaching methods and have an understanding of how young children learn and progress. Planning and assessment are at the initial stage of development. Opportunities and challenge are not evident in a formalised system, although staff are able to extend children's learning through good questioning and motivation. The individual needs of children are taken into consideration, although information from parents about their children and their achievements is limited. Activities are adapted to meet the needs of all children and to make the most of learning opportunities.

Helping children make a positive contribution

The provision is good.

Children are happy and gaining self-assurance and confidence as they play with other children and adults. They begin to feel a sense of belonging as they develop an awareness of their local community and the wider world through planned activities, visits around the town, and visitors to the setting. Children have the opportunity to play with resources that positively represent the children who attend as well as individuals from the wider community. Children begin to develop a positive attitude and show concern for others as they make sure that all children have their turn in play. Children are very well behaved and show how they care for their friends when sharing and helping. They are aware of the expectations for good behaviour and understand why they need to behave appropriately when out and about.

Children begin to understand that some children have different needs from themselves as they help each other. Their own individual needs are fostered well because the staff are aware of the procedures and practice to follow to ensure that all children are included and acknowledged. Children benefit from the positive partnerships with parents. The good relationships ensure that individual needs are met well, helped by the regular sharing of information. Children settle well with familiar and trusted adults as they separate happily from their parents. This positive approach overall fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents' views about their children's needs and interests are sought when their children join the nursery including a formal initial assessment completed by parents and staff. This enables staff to build on what children already know. Generally, the information from parents about their children's achievements is used by staff to plan for the children's progress. Staff suggest ideas for extending the children's learning at home.

Organisation

The organisation is good.

Children benefit from the effective organisation of the space and resources and the good leadership and management of the nursery education. Indoor and outside space is used effectively to allow children choice and opportunities for free expression through their play and activities. For instance all children have access to the sensory and imaginative play rooms. They benefit from good staff: child ratios and the deployment of qualified and knowledgeable staff who work together very well

as a team. Children's care and welfare are safeguarded by clear and well-maintained documentation including comprehensive policies and procedures, and assessment records reflect children's progress. All the adults show a commitment to the continuing improvement of the care and education offered by evaluating their practice and developing their skills and supported by good induction and appraisal systems. Staff are clear about their roles and they ensure that procedures are successfully applied to promote children's well-being and learning. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that staff have an understanding of how to improve the outcome for children from birth to three years by using an approach in line with the 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consolidate the development of the planning and assessment cycle to offer

appropriate challenge and enable each child to make progress

- increase opportunities for children to develop their language, counting and mathematical thinking through planned activities and day-to-day routines.

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