



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220158

DfES Number: 547004

INSPECTION DETAILS

Inspection Date	18/08/2004
Inspector Name	Ann Austen

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tot Stop Day Nursery
Setting Address	5 Harrowden Road Brackmills Industrial Estate Northampton Northamptonshire NN4 7EB

REGISTERED PROVIDER DETAILS

Name	Nurtury (Northants) Ltd. 387886
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ORGANISATION DETAILS

Name	Nurtury (Northants) Ltd.
Address	5 Harrowden Road Brackmills Industrial Estate Northampton Northamptonshire NN4 7EB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tot Stop Day Nursery opened in September 2000. It operates from a re-designed warehouse on the Brackmills estate in Northampton. The nursery is on one level and is divided into three open plan areas. The nursery serves the local business community.

The nursery is registered to care for 65 children. There are currently 102 children from 6 months to under 5 years on the register. This includes 25 funded three year olds and 10 funded four year olds. Children attend a variety of sessions. Staff are able to support children who have special needs and children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00. Eighteen full time and four part time staff work with the children. Ten have early years qualifications. Nine are currently on training programmes. The setting receives support from Early Years Development and Childcare Partnership.

How good is the Day Care?

Tot Stop Day Nursery provides satisfactory care for children. The setting offers a welcoming childcare experience where children learn through play. Generally space is organised effectively to meet children's needs. Equipment and resources are appropriate for the ages and individual needs of the children however resources which reflect disability are limited. Generally records, policies and procedures are in place to support the safety, care and well being of the children.

Steps have been taken to ensure that the physical environment is safe. Children's security is monitored by careful access to the premises and there are clearly defined procedures for the evacuation of the building. Generally, good hygiene practice is maintained in order to prevent the spread of infection however this is not consistently applied by all staff. Staff encourage the children to learn about personal hygiene through daily routines. Meals and snacks comply with dietary and religious requirements.

Staff plan and provide a varied range of play activities and first hand experiences which allow children to build on their natural curiosity as learners. This encourages children to develop their independence. Staff build trusting relationships with the children responding to their interests, they listen and value what children say and talk to them about what they are doing. Staff working with younger children respond warmly to babies gestures and sounds. Behaviour is generally good, staff are helping children to learn right from wrong and to respect, share and cooperate with others. Staff use regular praise and encouragement, this develops child's confidence and self esteem.

Staff develop positive relationships with the parents. They receive information about the setting and are able to read the policies and procedures. Information is regularly exchanged to ensure that parental wishes are respected and the individual needs of the children are met.

What has improved since the last inspection?

At the last inspection management agreed to complete seven actions. The child protection, complaints and behaviour management policies have now been developed. This supports the safety, care and well being of the children. Holes have been made in the tarpaulin covering the sand pit to prevent the accumulation of water. Procedures have been improved for nappy changing and food preparation to further prevent the spread of infection.

What is being done well?

- Displays of the children's work, colourful posters and information display boards help to create a warm and welcoming environment to children and their families.
- Staff build trusting relationships with the children supporting their individual needs. They give reassurance, encouragement and appropriate praise. This develops children's confidence and self esteem.
- Staff select a range of resources, play activities and first hand experiences which allow children to build on their natural curiosity as learners. Babies explore and feel the tactile items in the treasure basket and older children show wonder and excitement as they dig for worms and search for mini beasts in the garden.
- On going risk assessment helps to ensure that a safe environment is maintained and that potential risks are minimised. Good systems are in place to monitor access to the premises. This ensures the safety of the children and staff.

What needs to be improved?

- the grouping of the children to ensure that their needs are met effectively, in respect of the pre-school room

- documentation, by ensuring that written permission is requested from parents for seeking emergency medical advice or treatment and that a record is maintained of any accident
- staff awareness of the importance of good hygiene practice to ensure that good practice is consistently applied by all staff
- resources, reflecting positive images of disability.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Make sure that children are grouped to meet their needs effectively, in respect of the pre-school group.
7	Request written permission from parents for seeking emergency medical advice or treatment.
7	Ensure that a record is maintained, signed by the parent, of any accident.
7	Continue to develop good hygiene practices in order to prevent the spread of infection.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tot Stop Day Nursery provides good quality nursery education which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are continuing to develop their knowledge of the foundation stage however some are less secure resulting in inconsistencies in teaching methods. This sometimes results in insufficient challenge for older, more able children, especially in the area of mathematics. The planning system effectively covers the six areas of learning with learning intentions identified, however, they do not always include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Staff assess and record children's progress, however this is not consistent or used to help children move onto the next stage in their learning. Staff have good relationships with the children, supporting their learning. They give encouragement and appropriate praise which develops children's confidence and self esteem. Staff reinforce clear boundaries and help the children learn what is expected of them in terms of acceptable behaviour. They have the knowledge to support children with special needs and children who speak English as a second language. Generally good use is made of the accommodation and resources to support children's learning.

Leadership and management is generally good. There are clear and appropriate aims for the children's care and education. Staff are clear about their roles and responsibilities for children's well being and learning, they attend regular training to extend their knowledge and develop their skills. Informal systems are in place to monitor and evaluate the setting.

The partnership with parents and carers is generally good. Parents receive information about the curriculum and are able to read the policies and procedures. They are informed about their children's progress by viewing developmental folders and informal discussion.

What is being done well?

- Staff offer reassurance, praise and encouragement. This promotes children's confidence and self esteem. Children are forming good relationships with the staff and their peers. They are happy and regularly chat as they play along side each other. Children work together, cooperating as a group as they play in the home corner and build in the sand pit. They are learning to share and consider the needs of others.
- Children are developing their speaking skills, with older children using language effectively to communicate. They confidently initiate a conversation, share their news and describe what they are doing during imaginary play in the home corner and when making models out of the construction resources.

- Children engage in a range of activities which develop their hand to eye coordination. They are developing their skills in the use of mark making as they attempt to draw and write. They handle tools, explore malleable materials, use small world resources and make models using construction materials.
- Children sing with enjoyment, they join in their favourite songs and show an interest in the way musical instruments sound. They explore how sounds can be changed as they experiment using shakers and bells to make, loud, soft, short and long sounds.

What needs to be improved?

- opportunities for children to develop their mathematical understanding of calculation and problem solving across the range of activities and in everyday routines
- staff knowledge of the foundation stage, including teaching methods, to ensure that there is sufficient challenge for older, more able children
- the plans, to ensure that there is sufficient detail to enable practitioners to adapt the activities to promote the learning of all children
- the regular use of observations and assessments to identify children's achievements, any learning difficulties and progress and that the information gained is used to help children move onto the next stage in their learning.
- evaluation of the education provision, to monitor children's progress towards the early learning goals.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children take part in activities with interest, they are confident and happy. Four year olds concentrate, persevering at activities for a sustained length of time. Children are forming good relationships with the staff and their peers and seek out others to share experiences. Behaviour is generally good, children are learning to sit quietly, share, take turns and understand simple rules. Children are developing their self care skills and show an interest in their community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently to each other and to adults, using language effectively to communicate. They initiate a conversation, share their news and describe what they are doing. Children listen to stories with increasing attention and recall and enjoy looking at books for enjoyment. Older children recognise their first names. They are developing their emerging writing skills, children make marks and older children copy write and write their names beginning to develop recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing their counting and number recognition skills as they count spontaneously to ten, with older children beyond. However their understanding of calculation and problem solving is less secure and is insufficiently reinforced through either planned or spontaneous activities. Children investigate capacity as they fill buckets with sand, they make patterns using beads and measure their bodies. They discover the properties of shapes as they work with construction resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children engage in a range of topics to help them learn about the wider world. They go on local walks, visit places of interest and enjoy visits from the fire and police service. Children show wonder and curiosity as they dig for worms and search for mini beasts in the garden. They learn about the life cycle of the frog and butterfly and plant seeds to observe growth. The computer is used effectively to extend their learning. Children talk about past events and learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with increasing control and co ordination participating in a range of activities to develop skills such as climbing and balancing. They have a growing awareness of the space around them and the close proximity of others as they move around the room and pedal cycles in the garden. Children move to music exploring a variety of ways to move their bodies. They are developing fine manipulation skills and handle tools, objects and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children take part in a variety of activities exploring different media and materials. They play with sand, water, shaving foam and spaghetti. Children differentiate colours, exploring what happens when they mix the colours together. Children sing with enthusiasm and show an interest in the way musical instruments sound and move in response to music. They use their imaginations, exploring their ideas through role play scenarios, small world resources and when playing in the sand.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- continue to develop staff knowledge of the foundation stage, including teaching methods, to ensure that there is sufficient challenge for older, more able children
- continue to develop the plans, to include sufficient detail to enable practitioners to adapt the activities to promote the learning of all children
- ensure that observations and assessments are regularly completed to identify children's achievements, any learning difficulties and progress and that the information gained is used to help children move onto the next stage in their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.