

Northgate House Childcare Centre

Inspection report for early years provision

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Type of setting	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

Northgate House was registered in 2010. It is a privately run provision, one of several run by Brindley House Properties limited who operate another setting in the area. It operates from a large converted building which is situated in town of Beaconsfield in Buckinghamshire. Children have access to six play rooms, nappy changing areas, a milk kitchen and bathroom facilities and there is a fully enclosed garden for outside play. Most areas of the premises are readily accessible to all users barring offices, the kitchen and staff areas. The provision operates Monday to Friday 51 weeks of the year from 7.30am until 6.30pm. It offers care for 57 children in the Early Years age range of whom not more than 27 may be under the age of two. There are currently six children attending who are in receipt of nursery education funding.

The provision is registered on the Early Years Register and the compulsory and part of the Childcare Register. The nursery employs 22 staff not including the manager. At least half hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted effectively as the clear vision of the management and staffs developing understanding of their roles and responsibilities along with a strong commitment to improve provide a positive learning experience for the children who attend. Policies and procedures are in place, regularly reviewed and successfully implemented to provide a clear framework for good practice. Most procedures to promote good hygiene practices are followed and children play in a child friendly environment with good access to a range of toys and equipment both indoors and out to help extend their learning. All mandatory documentation is in place. All children and families are valued and respected as the uniqueness of each child is recognised. The setting has worked hard to build links with parents and is developing communication links with other carers and early years settings the children may attend. To ensure the standards of care are maintained and enhanced, extremely effective self-evaluation procedures are in place in which the future development and aims of the setting are clearly identified and addressed.

What steps need to be taken to improve provision further?

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

- develop further the systems to share information with carers and other early years settings children attend, to ensure coherence and continuity of learning as they progress towards the early learning goals
- Improve procedures to ensure that all reasonable steps are taken to promote

good hygiene with regard to nappy disposal and staff handwashing facilities

The effectiveness of leadership and management of the early years provision

Clear leadership and a committed staff team ensure that standards of care in the nursery are consistently maintained and significantly support children's welfare learning and development. The setting has developed extremely effective evaluation systems and demonstrates commitment to driving improvement through action plans that clearly outline future progress and aims to benefit the children. Input and feedback from staff, parents and assessments and advice from outside agencies such as the local authority is positively encouraged and implemented as appropriate. All required policies and procedures are in place, are reviewed regularly and shared with parents. All staff are aware of their individual roles and good staff deployment ensures all children receive appropriate levels of individual care and attention. All children and families are valued and respected, each child is valued as an individual as staff take time to listen to their views, thoughts and ideas. Staff demonstrate an awareness of their responsibilities in safeguarding children and are knowledgeable of local safeguarding children procedures. There are secure systems in place to ensure all staff are checked and suitably qualified and clear induction procedures, appraisals, in-house and external training ensure that staff knowledge is relevant and up-to-date. Comprehensive risk assessments ensure children play in a child friendly environment, with a wide range of safe, age-appropriate resources from which to self select. The outdoor area has been effectively utilized and the extension of the six areas of learning outdoors provides children with opportunities to progress their learning wherever they choose to play. Toys and resources are clean and well-maintained and staff promote good health and well-being as they take steps to help children learn about keeping safe and healthy. However, procedures to prevent cross infection with regard to nappy disposal and staff hand washing facilities do not effectively promote good hygiene practice. Systems to record children's abilities and achievements are efficient and include observations and assessments, information from parents, progress and their next steps. Staff in each area plan together, with the child's key person highlighting individual children's needs in order to offer a range of activities and experiences that will enable each child to move their learning forward.

Parents are provided with good quality information about the nursery and all required information is obtained from them at initial visits. Children's documentation and records are kept up-to-date and confidentially observed at all times. Information on children's learning is shared in daily conversations, through daily diaries and parents evenings. The accessibility of the children's learning profiles and good information about the early learning goals displayed around the nursery ensure that parents have a clear idea of the aims of activities and their children's progress. Good information is provided for parents in the entrance hall, on notice boards, through e-mails and newsletters both about the provision and general information that parents may find of interest. Parents express a high regard for the care and learning experiences their children receive and the good communication links that staff have forged. Management and staff are very aware

of the benefits of establishing links with other providers in order to provide consistency of care and education of children attending different settings. They have identified this as an area for development that would benefit the children in fully meeting their individual needs and providing a smooth transition for children as they move through the education system.

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

Children's individual learning needs are met as they are provided with good opportunities to help them make progress across all areas of learning. Staff have a good understanding of the early learning goals and steps towards them, recognise that children learn through play and provide a good range of adult led and child initiated activities to provide stimulating and challenging opportunities. Children are happy, keen to join in planned activities and confidently participate in all aspects of the nursery day, for example, they eagerly sit down for stories, singing sessions and enjoy dancing to music. Each playroom in the nursery is set out to provide opportunities for children to self select what they wish to play with and appropriate areas enable them to enjoy what they have chosen, for example, as they sit in comfy book areas quietly looking at books alone or with others, build large road systems in a designated construction area, sit at tables to complete puzzles, arts and crafts activities or mark make on the large white board. There are opportunities for children to develop control and coordination as they play with malleable materials such as play dough and use tools such as knives to cut their fruit at snack time. There are opportunities to develop physical skills as children dance, climb and ride wheeled toys. For example, children set up a series of stepping stones outdoors from the pirate play ship to dry land and balance and stretch as they move from one to the other without falling in the water. Children have opportunities to explore the environment and develop their senses as, for example, babies and toddlers have access to a sensory tunnel that they can operate themselves, explore a snow like mixture and play in sand and water. Older children have the opportunity to handle a range of different textures as they use collage materials to make Christmas trees, dig in the soil, plant flowers in the garden and note what happens when they roll balls or pour water down tubes placed at different levels and angles. Children problem solve as they put coloured balls in the correct colour boxes, have access to small and large construction equipment and complete puzzles, they begin to understand the concept of time as they use large sand timers to count down to tidy away time and count and recognize number using the large range of equipment and games available to them. Children enjoy stories, have good access to books and opportunities to recall stories for themselves, for example, as they follow the large frieze that tells the Hungry Caterpillar story on the wall outside. They begin to recognize that the written word has meaning as there is clear labelling in both English and other languages on posters and displays around the nursery. Children begin to find out about the wider world as they talk and bring in photographs to make a display of themselves and their families, understand about the spoken word as they learn to say hello and welcome in several languages and whenever possible go on outings to find out about the local community. A good range of resources is available to

promote positive images of culture, gender and disability, and children for whom English is an additional language are supported well. Children have access to computer opportunities to use everyday technology in their play as they access simple effect, games and equipment.

Children are competent and sociable. They are lively but behave generally well and are learning to share and take turns. That independence is promoted as they have easy access to resources and begin to address their personal hygiene needs independently. Mealtimes are social occasions when children are given choices, expressing a preference for what they wish to eat, and the size of the portion they receive, there is always enough for extra if they wish. If children request they may pour their own water which they do competently. Staff respect the children's views and listen to their ideas, children build good relationships with their peers and staff, showing respect for each other and the environment. Children's work is valued and displayed attractively praise frequently given by staff for their achievements, this helps to build self-esteem and foster children's sense of belonging within the setting.

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

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	1
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	2

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	1
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