

Towcester Tots Day Nursery

Inspection report for early years provision

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Inspector Sarah Measures

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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

Towcester Tots Day Nursery Limited opened in 2006. The nursery is privately owned and managed and is situated on the main street in Towcester, Northamptonshire. The premises are accessible via a sloping pathway. Older children are cared for on the ground floor and babies and younger children are based on the first floor. There is no lift access to the first floor. The nursery serves the local and surrounding areas. There is a fully enclosed play area available for outdoor play. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 57 children may attend the nursery at any one time. The nursery is open from 7.45am to 6.00pm each weekday, 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery employs twelve members of staff who work directly with the children, of these eleven have or are working towards appropriate early years qualifications. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well safeguarded by the effective operational procedures. Thorough procedures for vetting staff make sure they are suitable to work with the children. Staff receive good support from management and are keen to attend training and bring new ideas into the setting to benefit the children. Staff are confident in their understanding of the possible indicators of child abuse, and they know how to report any concerns they may have. The nursery shares clear information with parents as to how make a complaint that includes details of how to contact Ofsted as the regulator. This promotes a safe and transparent provision for parents and children.

Staff work closely with parents in order to develop good working relationships. Ongoing verbal and written communications keep parent's well informed of children's progress and routines. Very good examples of how children learn are shared with parents in order to help them to support children further at home. Staff actively involve parents by seeking information about children's experiences and achievements and home and staff use various methods to seek parent's views to help them to self evaluate effectively. Staff also work closely with other settings and share key information regarding children's progress. This is to enable all those involved to plan effectively to meet children's individual needs.

The nursery is generally very well organised to meet children's needs and to promote their independence and to make them feel welcome. Children use a wide range of good quality toys, learning resources and equipment. Staff are well deployed in order to supervise and support the children. Daily checks and risk assessments make sure areas and equipment are safe for children to use. However, risk assessments do not include all potential hazards to children. For example, with regard to the way some equipment is stored upstairs. The equality of opportunity policy is well implemented. Children play in a setting where images

of a diverse society are well integrated in order to help them to learn to value difference. Staff listen to children carefully and value their ideas and contributions.

What steps need to be taken to improve provision further?

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

- improve systems for observing and assessing the children, by keeping records up to date
- make sure that risk assessments cover all potential hazards to children.

The effectiveness of leadership and management of the early years provision

Well organised and well implemented policies and procedures promote children's welfare and their learning and development. Various effective methods of self-reflection and evaluation help staff to plan for continuous improvement in the provision for children. Staff are well motivated and keen to learn and develop which helps to create a positive learning environment for the children. Staff plan and provide a good range of purposeful activities enjoyed by children of all ages. Children are very much valued as individuals by staff who work hard to understand and meet their individual needs.

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

Children make very good choices within their play. They choose from a good range of well planned indoor and outdoor activities that cover all aspects of their learning. Staff observe the children by using a variety of effective methods. They constructively use their observations to assess where children are at, and to plan for the next steps in their learning. This makes sure that children are able to progress well towards the early learning goals. It also helps staff to identify and difficulties with children's learning and development at an early stage. However, staff do not always collate their observations and add them to children's individual learning journeys on a regular basis. This means they may not be able to share up to date information easily with parents and others. Children access a good range of equipment to develop their physical skills and strength. They develop healthy habits as they choose to play out of doors. They make healthy choices at meal and snack times. Older children show good independence as they help themselves to their snack from the trolley and clear away afterwards.

This is a very nurturing provision, children behave well and consider others because of staff's good example. Staff encourage positive behaviours through purposeful discussions. Children are encouraged to be responsible and make the right decisions through staff's positive interactions. As a result a lively and busy environment is created where children are settled and well-occupied. Older

children talk about sharing and readily include others in their play. They negotiate and communicate well as they make up their own games and learn from each other. All children including babies take part in a varied range of valuable creative and messy play opportunities. Babies progress well because staff plan a stimulating environment for them to explore. Older children select resources easily to follow their own ideas and use their imagination to design and make. Children's interests and ideas are effectively brought into planning by staff who observe them closely. For example, children recently made their own train from a line of chairs. Staff therefore helped children to make their own train station. Staff plan very carefully to extend upon children's learning and to cover as many areas of learning as possible. For example, children made notes and tickets and checked train times as they played.

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	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	2
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	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	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