

Favours Day Nursery Ltd

Inspection report for early years provision

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Inspector Anne Archer

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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

Favours Day Nursery Ltd is a well established childcare setting which was re-registered in 2010 when it became a limited company. No other aspect of the provision changed at that time. The nursery is situated on the outskirts of Moulton in Northamptonshire. It operates from a single storey building which has an outdoor undercover area and outdoor play areas which all children have use of.

The nursery also operates an out of school club and a holiday play scheme. It is open each weekday from 7.30am to 6.30pm all year round excluding public holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may provide care for a maximum of 88 children aged from birth to under eight years at any one time. There are currently 86 children on roll, 37 of whom are in receipt of funding for nursery education. The nursery cares for children with special educational needs and/or disabilities and children for whom English is an additional language.

The nursery employs 16 permanent staff, 13 of whom hold relevant early years qualifications and one who is working towards a qualification. The nursery also employs two temporary staff, a chef and an administrator.

The nursery is a member of the National Day Nurseries Association and is accredited as part of the Pre-school Learning Alliance quality assurance scheme. It also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the nursery make good progress overall in their play and learning and their care and welfare is well promoted. Safeguarding systems are thorough and partnerships with parents are very well established and effective. Staff know the children very well and as a consequence, manage their individual needs comprehensively. The owners and management are fully aware of the nursery's strengths and the areas which require development and are taking appropriate steps to bring about improvement. As a result, the nursery's capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- secure children's learning further by ensuring that the valuable information obtained from daily evaluations is used to inform planning for individuals
- share the excellent teaching practices within the nursery to further support all children's learning potential
- review all relevant policies and procedures to ensure they include the current contact details of the regulator.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted because the adults working at the nursery at all levels have a good understanding of their roles and responsibilities in relation to child protection and keeping children safe. Their knowledge and understanding of potential concerns and how to respond depending on their role is secure. Procedures for the recruitment and induction of staff are robust and the vetting of visitors and adults other than parents collecting children is thorough.

All required policies and procedures are in place and reviewed annually or when anything changes to ensure they reflect practice within the nursery. However, a number of policies and procedures do not include the correct contact details for the regulator. This in no way affects the level of care provided to children although it may cause delay in information being relayed in the future.

Thorough risk assessments are conducted on all areas of the nursery and equipment and resources that children may come into contact with. Action plans are devised and implemented to reduce the risk of any potential hazard and all staff have a responsibility to remain vigilant to make sure children remain safe. Children are taught to use tools and utensils properly and learn about road safety for when they go on outings.

Staff take effective steps to promote children's good health and well-being, and the procedures to provide care for children when they become ill and to prevent the spread of infection are strong. Children's dietary needs are well met as they are provided with freshly prepared meals and snacks. They are encouraged to adopt a balanced diet to support a healthy lifestyle and so maintain their good health.

The effectiveness with which the nursery promotes equality and diversity is very good. Staff are fully informed of children's individual welfare, learning and developmental needs through detailed information obtained from parents at settling-in/attachments visits and from the key person's observations. Children with special educational needs and/or disabilities are well supported by staff in association with other agencies. Children learn about similarities and differences between themselves and their friends and about the beliefs and cultures of people in the wider world. Older children share their news and all participate in a range of activities throughout the nursery.

Behaviour management and team working is good, ensuring that children behave

well, are considerate to their friends and develop useful social skills for the future.

The effectiveness of the nursery's engagement with parents and carers is outstanding. Parents are kept exceptionally well informed about their child's progress and well-being through daily exchanges of information, both verbally and written, and through the sharing of children's development records. A home/nursery communications book provides parents with the opportunity to share information about their child's life outside the nursery which staff find invaluable when planning for individual children's learning needs.

Partnerships with other providers of the Early Years Foundation Stage are established and effective. Links ensure that welfare needs are supported and that information on children's progress towards the early learning goals is shared.

The nursery's accommodation is suitable for purpose. The owners and management strive to maintain a stimulating environment both inside and outdoors. Equipment, toys and resources are plentiful and on the whole support children's interests and learning.

The nursery's capacity to maintain continuous improvement is good. Ongoing reflection and self-evaluation ensure that the owners and management accurately assess the nursery's strengths and the areas for development and take prompt action to improve outcomes for children.

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

Children of all ages are settled and content and keen to take part in activities. They are able to make choices about the toys they play with and the activities they participate in. Planned activities reflect learning styles and learning needs and are sufficiently flexible to incorporate a child's newly acquired interest.

Staff record their observations of children at play and use the information to assess their next steps across the six areas of learning although valuable information from daily evaluations are not routinely recorded and available for use in all areas of the nursery.

Except for the very youngest, children know about safety and health routines within the nursery. They know how to operate the taps in the cloakroom and very quickly inform staff when no water comes out when they turn them on. Children know where the clean flannels are stored and where to dispose of them when they have been used. Older children access and use tissues independently and even the youngest quickly learn what is expected when an adult holds a tissue under their nose. Children enjoy the attention of the adults and show by their behaviour and mannerisms that they feel safe in their care.

Children show by their actions that they understand the nursery's rules and are aware of their boundaries. Older children show care and concern for younger children, some of whom are their siblings. Children behave well because staff have a consistent approach to noticing and managing unwanted behaviour. Children develop skills for the future as they make good progress in communicating, reasoning and problem solving although the expertise in supporting their learning is not uniform throughout the nursery.

Pre-school children participate enthusiastically in all their activities whether it is joining in with action songs and games or making bread and butter pudding. Younger children listen to staff singing songs, often joining in with sounds and smiles. Children of all ages enjoy selecting and listening to stories with older children joining in and excitedly anticipating what comes next.

Children of all ages enjoy using the undercover and outdoor areas. They use the apparatus or practise ball skills to develop their physical skills. They play imaginary games on the wooden structures, often including adults in their role play. Children enthusiastically chase each other during games such as 'duck, duck, goose' and patiently await their turn.

Nursery management encourage parents and other members of the local community to come into nursery to talk to their children about a skill or interest they have. This supports children's learning about the world in which they live and may prove invaluable in keeping them safe in the future. The very youngest children learn early skills to support future development and learning and they show a keen interest in their surroundings.

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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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