

Flore Day Nursery

Inspection report for early years provision

Unique reference number	EY318551
Inspection date	18/04/2011
Inspector	Jayne Rooke
Setting address	Bricketts Lane, Flore, Northampton, Northamptonshire, NN7 4LU
Telephone number	01327 349762
Email	flore@climbinghighnurseries.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Flore Day Nursery was registered in 2005. It is one of a group of three nurseries owned by the same provider. It operates from a single-storey building in the village of Flore, in Northamptonshire. The nursery serves the local and surrounding areas and has strong links with local schools and the Children's Centre. The nursery is accessible to all children. There are fully enclosed areas available for each age group to participate in continuous outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 54 children may attend the nursery at any one time. There are currently 78 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications. One member of staff is working towards a Level 2 qualification. The manager is working towards a degree in early childhood studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are actively engaged in a stimulating and varied range of play and learning experiences which present excellent levels of challenge and interest. Opportunities to broaden children's experiences outside of the nursery are currently being considered. Observation and assessment information is used very well to monitor each child's progress through the Early Years Foundation Stage programme. Staff pay close attention to the needs and capabilities of each child, promoting a fully inclusive environment. Partnerships with all those involved in each child's care are strong and supportive, ensuring children receive consistent and complementary care. Self-review systems are highly effective in practice, resulting in a continually improving setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- expanding children's interest in the world in which they live through

additional outings.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because all staff are very secure in their knowledge of how to protect them from harm and neglect. Robust vetting systems exist to ensure that staff, volunteers and trainees are suitable to work with children. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care. All staff attend regular training events to update their professional knowledge and skills, ensuring that policies and procedures are highly effective in practice. Thorough risk assessments and a series of daily checks, ensure that children can move around freely and safely, both indoors and outside. Children's safety and well-being is further promoted through a highly effective health and safety programme. This encourages children to take responsibility for their own health and hygiene needs and personal safety issues. Consequently, they are careful to ensure that the water is not too hot before they wash their hands.

Leaders and managers adopt a positive and active approach towards equality and diversity, creating a welcoming and inclusive environment. Staff work closely with all those involved in each child's care to ensure that children receive supportive and individualised care. Leaders and managers are highly committed to providing high standards of care. They take into account the views and feelings of children, parents and the staff to identify what works well and to highlight key areas for improvement. Good practice ideas are shared between settings which has resulted in beneficial improvements to children's care and learning, particularly with regard to the continuous outdoor provision.

Recommendations from the previous inspection have been successfully addressed. Consequently, excellent attention is given to promoting children's good health and hygiene. All policies and records have been updated in line with current guidelines and regulations. A variety of resources and activities are well placed to promote equality of opportunity and anti-discriminatory practice. Successful planning across the Early Years Foundation Stage ensures that the needs of individual children are met. Parents are well informed about the educational programmes which helps them to support their child's learning at home.

Children settle quickly within this bright and welcoming nursery. Attractive resources are readily accessible and suitable for the age range of children attending. Staff hold designated roles and responsibilities to ensure the smooth and efficient management of the setting. There is an effective policy in place to promote equality and anti-discriminatory practice. This is successfully implemented in practice, providing a highly inclusive environment for children with additional needs and for those who speak English as an additional language. Excellent support systems exist to develop and enhance children's additional skills. This ensures that all children achieve to their full potential. Partnerships with parents and other childcare or health professionals are successfully maintained. This ensures that children receive consistent and complementary care. Comments

received from parents and older children, demonstrate that the nursery provides an enriched environment in which children feel safe and happy.

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

Children are inspired to learn because they are actively engaged in a well-balanced programme of activities which are tailored to their specific interests, needs and capabilities. Staff set challenging and achievable tasks which help children progress rapidly toward the early learning goals. For example, older children show fascination and interest as they listen carefully to the religious meaning of the Easter story. They become enthralled as they watch how a sand artist creates pictures to tell the story. They practise their own artistic skills as they draw patterns and marks in their sand play, developing early witting skills. Staff skilfully interact with the children, asking them questions which encourage them to recall the sequence of events. Children become excited and enthusiastic as they recount past events such as celebrating Chinese New Year. Staff listen carefully to children, who are keen to share information about special people and events in their lives. Children express a range of emotions as they talk proudly about their family heritage and share their fears about travelling in an aeroplane. Staff skilfully engage children in conversations that expand their vocabulary and language. They help children to link their thoughts and views to past and present events such as the change of seasons throughout the year. They address personal safety issues, such as why it is important to wear a seat belt when travelling in a vehicle. Attractive displays within the nursery encourage children to take pride in their achievements and creativity. Highly effective health and safety programmes draw children's attention to good personal hygiene routines and safe behaviour. Their good health and well-being is further promoted through high quality food safety procedures, which meet the local authority five star quality control rating.

Younger children receive close attention and support which encourages them to listen carefully to stories and to make decisions about their own play. They handle books with care, turning pages and pointing to pictures as they learn how to 'read'. They develop confidence in their abilities, receiving lots of lovely praise for being 'very clever' when completing simple and complex jigsaw puzzles. Staff respond with enthusiasm to children's spontaneous interests, providing magnifying lenses to encourage children to observe how a 'wiggly worm' moves. They ask children to listen to the sounds that they hear outdoors, such as a passing aeroplane, encouraging children to think and talk about what they see and hear. Children learn how to handle gardening tools and equipment with good control and care. They plant seeds in pots, tend to the vegetable plots and use the watering can to water the plants. This helps children to take care of living things and become interested in the natural world. A range of good quality computer equipment is attractively presented and accessible for older children to use at any time. This encourages them to use information technology equipment with confidence.

Children are physically active outdoors, benefiting from regular fresh air and exercise. They practise and repeat newly developed skills as they jump in and out

of the tyres and balance carefully across the blocks. They smile proudly as they receive praise for their successful achievements. Children new to the setting are given time to settle and explore the environment as they are introduced to new routines and activities, helping them to socialise with others. Successful transition arrangements ensure that children move with confidence to their next room or setting. Systems to support children with additional needs and those who speak English as an additional language are highly effective in practise. Communication books and children's name labels are translated into children's home language, offering a positive sense of identity. Staff give one-to-one support to children with identified needs to enhance their skills and development progress. Highly effective communication systems exist so that children and their families can participate fully in all aspects of the provision.

Babies and young children develop their independence and skills as they move freely between the well-organised rooms. They enjoy quiet times and rest according to their individual needs and routines. The sensory room enables them to respond with a range of expressions and movement as they observe lights and listen to soothing sounds. They are engaged in activities which encourage them to look at and touch different textures. A varied range of action and activity toys are accessible to them which encourages them to explore and investigate as they press buttons to make things work and place shapes into different containers.

There are many opportunities for children to use numbers for counting, estimating and calculation during their everyday play and routines. The extended learning environment outdoors, significantly enhances children's learning and development opportunities across the Early Years Foundation Stage programme. Opportunities to expand children's knowledge of the world outside of the nursery are currently being developed.

Staff use their extensive knowledge and understanding of how children learn and develop to observe, monitor and support each child's ongoing progress. Development milestones and special achievements are proudly displayed on the 'achievements tree', celebrating children's successes. Learning journey records are personal to each child and parents are invited to add their comments and views, ensuring continuity of care and learning. Children behave well because staff are positive role models. They speak kindly and sensitively to the children offering constant praise and encouragement. This has a positive impact on children's self-esteem. Consequently, children are keen to learn and develop strong skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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