

# Abington Park Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY343949

**Inspection date**

04/05/2011

**Inspector**

Alex Brouder

**Setting address**

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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

Abington Park Day Nursery is one of seven nurseries run by Magic Nurseries A Ltd. It was registered in 2006 and operates from converted premises in a residential area of Northampton. A maximum of 75 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 154 children on roll, all of whom are within the early years age range. The nursery currently supports children with special educational needs and/or disabilities as well as those who have English as an additional language.

There are 21 members of staff, 14 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff is a qualified early years teacher and one holds a Level 4 qualification. Five staff are working towards further early years qualifications. The setting provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive and well-organised setting. In the main, effective strategies are in place to ensure that all children are included and have their individual needs supported. They make good progress in their learning and development, with most systems well established. Excellent partnerships with parents and other organisations are in place, enabling children's needs to be well known by staff and effectively supported. Overall, documentation is well presented, regularly reviewed and is effective in supporting children's care, health and well-being. Systems to evaluate and improve practice to secure continuous improvement are good and include the opinion of users and staff at the setting.

## What steps need to be taken to improve provision further?

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

- review the procedures for limiting the risk of cross-infection, in particular with regards to the consistency of staff/visitors taking their shoes off in the baby room and in the dropping and replacing of cutlery/bowls
- review the methods for observation and assessment to ensure that children's next steps are appropriately planned for and that activities consistently offer differentiation appropriate to the age and ability of the children involved
- consider the systems for developing children's independence during meal times to ensure that they enable all children to develop their skills appropriately to their age and stage of development.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded due to robust policies and procedures. Good recruitment and induction systems ensures that staff are secure in their knowledge and understanding of how to report any concerns they may have with regards to children's welfare. Relevant checks on staff ensure that all are suitable to be in the proximity of children. Risk assessments are in place and reviewed on a regular basis to ensure that children are protected from harm. The safety of the premises is monitored by the management of the setting, allowing only those that are known to the setting to enter the building and ensuring that appropriate identification and/or passwords are requested from those that are unfamiliar to them, supporting children's safety and well-being.

The setting is well led and managed. Regular staff meetings ensure that staff are fully informed of any changes and provide staff with opportunities to share good practice. Staff deployment is well organised, ensuring that children's learning is supported by a generous staff ratio. The setting reflects on its effectiveness through a well-documented evaluation form, ensuring that the views of parents and staff are included. The management team are committed to improving the setting even further and the recommendations from the last inspection have all been addressed. Children are fully included in all aspects of the setting and have regular opportunities to engage in activities linked to a range of festivals and special days, such as Japanese Day and International Family Week, and older children were able to 'vote' on which garden toy they wanted the most, in line with the local elections. However, some children's opportunities to engage in activities to fully support their independence, for example, serving their own foods, are limited.

The staff are fully committed to promoting an excellent two-way partnership with parents and carers of children that attend the setting. A daily feedback form which records the child's experiences each day is offered to all parents. Staff take time to talk to them each day about their child and regular meetings, newsletters and informative boards providing a wealth of information ensures that parents are fully involved in every aspect of nursery life. In addition, a parents forum is in place, enabling parents to share any concerns they may have, which are addressed and actioned by the management team. Parents are very supportive of the setting and speak highly of the staff team. They comment on how well their children have settled and value the care and education that is offered to them. The setting also has very close links with primary schools in the locality that children will move onto, which greatly benefits the children at the point of transfer. Excellent systems are in place to support children with special educational needs and/or learning disabilities, for example, working with outside agencies, to ensure that all children are able to make the best progress possible.

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

Children are secure and happy in this welcoming environment. Staff consider children's needs and are beginning to use information from the observations they make and their knowledge of the children to plan activities tailored to their needs and abilities. However, this practise is not consistent throughout the setting, which means that at times what is offered to children is not reflective of their individual needs, can sometimes be too outcome based, and does not offer any differentiation. Despite this, children do make good progress in the six areas of learning within the Early Years Foundation Stage. Parents are positively encouraged to review their child's developmental records and to add their own comments should they wish to, or any progress they may have observed from home, contributing well to children's learning. Children learn how to use numbers as they sing or listen to songs and begin to match gestures to the words. They begin to problem solve as they play, for example, as they correctly work out that in order for the car to get out of the plastic brick house they have made, that they will need to make a door. They begin to use mathematical shapes as they name circles, squares and rectangles.

Children's understanding of the world in which they live is developing well as they celebrate a range of festivals and go out in the locality on a regular basis, visiting parks and shops. Older children are excited to 'vote' for a new piece of equipment in the garden area and staff inform them of how this links to a local election. Children's communication skills are developing well. Staff speak to children all the time and offer appropriate questions to enable children to think about what they are doing, for example, 'how many more?' and 'why do you think that has happened?'. Children are enthusiastic in their responses and praised highly for this. A range of mark making opportunities are offered to children, for example, stencilling, drawing, sand and water play. Younger children particularly enjoy using the paints, rollers and their fingers to create their own masterpiece, squishing the paint onto the paper and being given free reign to do as they wish.

Children behave well and are quick to apologise when they have upset another child. For example, as an older child tripped another up, they apologised and asked if they were alright. Staff observe this and praise them for their kindness, but also reminding them to have 'kind feet'. Children show kindness and cooperation as they encourage others to join in their play, promoting useful skills for the future. Children enjoy using their imagination as they place plastic fruit in a pan, stir it and ask staff to 'eat it up', reminding them to 'blow, it's hot'. Children use the outdoors well as they carefully climb down steps, handle the bikes well and enjoy moving through a tunnel. Their physical skills are further encouraged as they engage in kicking and throwing balls, climbing in and over objects and running around all the available space.

In the main, children's health is effectively promoted throughout the nursery. All food offered to children is sourced as organic and any allergies that may impact on children's welfare are known by all and managed effectively. However, there are times in which staff are not consistent in ensuring that the risk of cross-

contamination is limited. For example, some children were observed to place their bowls on their heads before lunch and drop their cutlery on the floor. None of these items were replaced and children were not told of the consequences of this. In addition, there is a 'no outdoor shoes' policy within the baby room; however, this rule is not enforced to visitors or other staff entering the room. Children learn about keeping safe, for example, as they walk up and down the stairs they are reminded to go one behind the other and to hold onto the banister. Older children are observed to manage their own safety as they carefully and skilfully manoeuvre their bikes up and down a steep slope in the garden. Regular fire drills help children to know exactly what to do if the fire alarm is activated.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met