

Abc Day Nursery

Inspection report for early years provision

Unique reference number

220064

Inspection date

31/05/2011

Inspector

Kelly Eyre

Setting address

Lutheran Church Hall, Stuart Road, Corby,
Northamptonshire, NN17 1RL

Telephone number

01536 399232

Email

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

ABC Day Nursery opened in 1962 and has been under the current private ownership since 1982. It operates from two main rooms and the hall within the Lutheran Church building in the centre of Corby, Northamptonshire. The setting is accessible to all children and they have access to a fully enclosed outdoor play area.

The setting provides funded early education for three and four year olds. It is open each weekday for 51 weeks of the year and sessions are from 7.45am to 5.15pm. Children may attend for a variety of sessions. The setting is registered on the Early Years Register to provide 15 places and there are currently 26 children on roll who are within this age group. The setting serves a wide catchment area. It currently supports several children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There is currently one child on roll in this age range.

The setting employs five members of child care staff, all of whom hold appropriate early years qualifications at Level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting uses effective self-evaluation procedures to support the ongoing review of their practice. This enables them to prioritise and implement improvements, thereby maintaining a service which is responsive to children's needs. Staff work well with parents and carers, exchanging relevant information and thus obtaining a thorough understanding of each child's needs. They can therefore ensure that these are consistently met and that children are offered appropriate support in order to be meaningfully included in the activities and play opportunities. Effective assessment methods mean that staff are aware of children's current needs and interests and can plan appropriate activities to promote their development.

What steps need to be taken to improve provision further?

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

- develop further the assessment and planning procedures to show how children's next steps are consistently fed into the overall planning in order to

- provide further experiences which are appropriate to each child's stage of development
- improve further the systems for organisation of the setting by continuing to develop the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted because staff have attended appropriate training and have a good understanding of their responsibilities relating to safeguarding children. They are aware of local authority procedures and this area is further supported by the setting's clear written procedure, enabling staff to identify children at risk and take appropriate action. Robust checks are carried out to make sure that all staff are suitable to work with children. Thorough risk assessments cover all areas, meaning that hazards are minimised and children's safety is promoted. Ongoing explanations from staff and the good use of resources, such as books and role-play items, enable children to build a clear understanding of safety issues.

Staff demonstrate a good awareness of inclusive practice. The manager regularly reviews the setting's policies and procedures to ensure that these reflect the needs of the children and their families. Staff work closely with parents to ensure that they have a thorough understanding of each child's background and needs. They then use this information to inform the planning of appropriate activities. The good relationships with parents and carers mean that parents are kept well informed of their child's progress and activities, for example, through the displaying of activity planning and the provision of regular progress reports. Staff provide information about ways in which parents and carers can support their child's learning at home, for example, through the provision of 'Activities at home' sheets. There are no children on roll who also attend other early years provision. However, the manager and staff understand the importance of working closely with other providers to support children's continuity of care when the need arises.

The manager and staff have a clear vision for the future development of the setting. The continuous review of their practice means that they have a realistic picture of their current strengths and weaknesses and can prioritise changes that improve the outcomes for children. For example, plans for the future include further staff training to achieve higher qualifications, resulting in improved overall practice and activity planning for all children. However, the self-evaluation process is not fully utilised to inform the full review of daily practice and to evaluate the impact of changes made. Staff make good use of resources to support the promotion of children's learning and development. For example, the main play areas are well set out, with accessible resources, enabling children to make independent choices about their play. Staff also utilise local resources, such as parks, shops and the library, in order to offer children further opportunities.

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

Children make good progress in their learning and are supported in achieving because staff have a secure understanding of the Early Years Foundation Stage. They observe children as they play, assessing their progress and using the majority of this information to inform the planning of activities, thus supporting children's individual development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next developmental steps are consistently fed into the overall planning. Staff encourage children to develop their own play, supporting this, for example, through the effective use of open questions to extend children's ideas and thinking. This supports children in playing an active role in their learning and thus developing skills for the future.

The setting's thoughtful procedures help children to feel settled. For example, staff utilise information from parents and from their own initial assessments to find out about children's favourite toys and resources. They then make sure that these are included in the planning and are readily available when children come in at the start of a session. Staff also make good use of children's interests to help promote their development. For example, after noting that children were interested in transport, staff purchased additional associated resources, such as puzzles and books, and also engaged children in activities such as counting and naming the colours of toy vehicles. The good staff interaction supports children in developing their communication skills. For example, they use language confidently to explain their ideas and the details of their role-play scenarios.

Clear activity planning and the evaluation of the week's activities mean that children are offered a balanced range of play opportunities. For example, they have opportunities to learn about living things as they grow tomatoes and cress, with staff introducing simple information about life cycles and growth. Practical activities are also offered that encourage children to be active learners and experiment. For example, they make their own play dough, noting the appearance of the ingredients and how these change when mixed. Children's learning and thinking are extended as staff join in with their play and discussions. For example, children have time to look at a book before a staff member joins them and encourages them to name the animals illustrated, compare the sizes and match up the animal illustrations to the pictures on a nearby puzzle.

Children are supported in developing a clear understanding of appropriate behaviour. Staff act as good role models, remaining calm, polite and modelling good manners. They explain to children the implications of their behaviour and encourage them to share and work together. Children's understanding of diversity is promoted as they access relevant resources and participate in activities and discussions. For example, they taste fruit and traditional dishes from other countries and learn common words and greetings in other languages. The good procedures for working with parents and carers mean that children who have special educational needs and/or disabilities and those who use English as an additional language are offered appropriate support to enable them to participate

meaningfully. For example, staff make use of visual prompts to support communication.

Children are encouraged to understand the relevance of healthy lifestyles. For example, their awareness of the importance of exercise is promoted as they discuss this, noting the effects of exercise, such as raised temperature and increased heart beat. The thoughtful planning, linked with the provision of resources, means that children's knowledge is extended. For example, they enjoy watching the birds come to the bird feeders on the fence, going on to identify the different species by matching these to the laminated information cards displayed in the setting. The thoughtful provision of resources also means that children are able to explore the uses of information and communication technology and thus gain further skills for the future. For example, they use programmable toys, a computer and printer.

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
--	---

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

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