

Whittlebury Nursery

Inspection report for early years provision

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220303

Inspection date

26/05/2011

Inspector

Jan Burnet

Setting address

The Reading Rooms, High Street, Whittlebury,
Northamptonshire, NN12 8XJ

Telephone number

01327 350436

Email

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

Whittlebury Nursery was registered in 1986 and operates from the Reading Rooms in the village of Whittlebury, Northamptonshire. Entrance is at ground level and activities are organised in a large playroom. A smaller adjacent room is used for group activities. There is direct access to an outdoor play area. Operational times are during term time only, Monday to Friday from 8.45am until 3pm.

The nursery is registered on the Early Years Register for a maximum of 24 children in the early years age group at any one time. Of these, none may be under two years. There are currently 14 children aged from two to four years on roll.

A team of four staff care for the children and of these, three hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team create a stimulating and welcoming environment where children's interest and natural curiosity to learn are continually encouraged. They meet children's individual developmental needs comprehensively and promote children's welfare effectively. Policies and procedures successfully reflect the ethos of the setting, but two do not contain up-to-date information. The individual needs of each child are continually met and excellent relationships have been formed between children, staff and parents. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and fully address children's differences. Planning for improvement, including the process of self-evaluation, is very effective.

What steps need to be taken to improve provision further?

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

- review and extend the written procedure to be followed in the event of a parent failing to collect a child at the appointed time
- make sure contact details for referrals are up-to-date in the safeguarding policy.

The effectiveness of leadership and management of the early years provision

Good systems are in place to ensure that children's best interests are served. They are cared for in a safe and welcoming environment and staff are aware of their responsibilities with regards to safeguarding children. A safeguarding policy is provided, but it does not include up-to-date contact information for the Northamptonshire Safeguarding Children Board and potentially this has an impact

on children's welfare. Risk assessments for the premises, resources, activities and outings are thorough and are regularly reviewed. Procedures for recruitment, selection, induction and appraisal are robust. The provider/manager makes sure that every staff member's suitability has been thoroughly checked before they have unsupervised access to children.

Systems for monitoring and self-assessment are very good. The Ofsted self-evaluation form has been completed thoroughly and clear plans for improvement are identified. At the time of the last inspection there were four recommendations raised. These link to accident records, assessment records, visitor records and encouraging children to learn about personal hygiene through the daily routine. Outcomes for children are improved because all recommendations have been addressed well. The staff team's commitment to improvement is demonstrated by the setting recently being awarded Pre-School Learning Alliance Level 3 accreditation. A review of practice has meant that the current focus is to develop the choice of equipment in the outdoor area for two-year-old children. Parents are helping to develop a sensory garden. Resources meet the different developmental needs of children extremely well. These are plentiful and of a good quality. Documentation is kept in generally good order and includes all required policies and procedures. However, the procedure for a child not collected at the appointed time states only that a staff member will wait with a child until the parent arrives. The setting operates until 3pm and there is no information given on how long this will be possible and what other action staff will take in order to safeguard the child.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are fully involved in supporting learning and development at home. Valuable information for parents is shared in daily discussions, planned meetings each term and during parents evenings. Parents are asked for suggestions on the service provided and a questionnaire is sent out annually. Parents are extremely positive when asked for views on the service provided. Staff have experience of working with other providers and childcare services in order to ensure coherence of learning, development and care.

Excellent systems are in place to ensure that effective inclusive care is provided for every child. Staff are fully aware of each child's background and needs. Children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are inclusive for those children who attend. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children. Children's good health and well-being is promoted well and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy. Children are provided with healthy snacks and parents provide a packed lunch. Staff are aware of their responsibilities under food hygiene legislation and food hygiene procedures. All staff hold current first aid certificates.

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

Children are provided with excellent opportunities to ensure that they make progress across all areas of learning and development. They are enthusiastic, inquisitive and eager to be involved. Planning is flexible, responding to children's individual interests and needs, and staff effectively evaluate children's different stages of development in order to plan for them as individuals. Parents are fully involved. They are continually informed of their child's progress and they share information on achievements at home so that staff can include what parents have told them in the child's planning. Resources encourage children's natural curiosity as learners. Activities are enjoyed equally in the playroom and in the outside play area.

Children are confident, active learners and their personal, social and emotional development is particularly strong. They are happy and settled and their self-esteem is fostered successfully as staff continually praise achievements and positive behaviour. Numeracy and problem solving is promoted by staff with full effect. Older children confidently count beyond 10 and younger children recite numbers as they play. Children aged three and four years enthusiastically count their fingers to show how old they are. A young child makes marks by pressing a pencil into play dough and counts the 'holes' that he is making. Children make cakes with their dough and then choose a 'candle' to press on top. These are numerals and older children are learning to recognise one to five. A group of children are supported by a staff member in making spaghetti and meatballs with the dough. They talk about quantity as children count how many they have made and how many more they need so that there is enough for everyone.

Children enjoy looking at books and listening to stories. Group times for stories are organised separately for younger and older children. A small group listen to a story about feelings and talk about what makes them happy, sad and excited. A staff member asks open questions to encourage thinking and language development. Writing materials and a range of graphics resources are freely available. Children choose different colours to make marks. Older children draw recognisable pictures and write their own name. All children learn to recognise their name as they choose a name card to self-register. Children have easy access to a range of art, craft and role play resources. They use their own experiences in role play, for example, taking the baby for a walk in the pushchair, talking into mobile telephones, and making birthday cakes with dough and then singing 'Happy birthday to you'. They pretend to be in a marching band as a staff member encourages them to develop a sense of rhythm while playing musical instruments.

Children learn how to keep themselves safe. They learn how to use small tools, such as scissors, safely and they know the rules with regards to not climbing on the wooden stage. Children are aware of good hygiene practices and healthy eating. Staff provide a healthy snack and parents provide packed lunches. The outdoor area is used effectively throughout the year for a range of activities and for children to gain skills and confidence when using exciting large physical play

equipment. Ball games promote hand-eye coordination and children learn to pedal and steer sit-and-ride toys.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1

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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