

Woodleys Park Day Nursery

Inspection report for early years provision

Unique reference number

EY413169

Inspection date

22/06/2011

Inspector

Jan Burnet

Setting address

St Crispins Local Centre, Kent Road, Northampton, NN5
4XB

Telephone number

07813 029 555

Email

michelle.avenue@btinternet.com

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

Woodleys Park Day Nursery was registered in 2010. It is one of six nurseries operated by the same provider. It operates from a purpose-built, single-storey building at St. Crispin's Local Centre, Duston, Northampton. Entrance is at ground level and there is access to a secure outdoor play area from each playroom.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 72 children at any one time and all may be in the early years age group. There are currently 36 children in the early years age group on roll.

The supernumerary nursery manager is a qualified teacher. A team of six staff care for the children and of these, five hold early years qualifications, one to level 6, and one is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet children's individual developmental needs successfully and promote children's welfare effectively, although a welfare requirement regarding information that must be obtained from parents is not being fully met. Health and safety within the building and garden is given a very high priority. The provider, manager and staff are aware of strengths and areas for improvement and they work together to ensure that the needs of children, parents and carers are well met. Information obtained from parents helps staff to identify and address children's differences effectively. The partnership with parents is good and the staff have experience of liaising with external agencies or services to ensure a child gets the support he or she needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information on who has legal contact and who has parental responsibility for every child (Safeguarding and promoting children's welfare). 22/07/2011

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

- increase opportunities for children to develop confidence and skills using large physical play equipment.

The effectiveness of leadership and management of the early years provision

Children are cared for in a purpose-built, warm and welcoming environment. Staff assess and successfully minimise risks on a daily basis and risk assessment records are comprehensive. The provider ensures that procedures for recruitment, selection and induction are robust. Staff members' suitability is thoroughly checked before they have unsupervised access to children and the provider ensures that staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements and the Northamptonshire Safeguarding Children Board procedures. Very good procedures and practice ensure that good health and nutrition is promoted with full effect and all necessary steps are taken to prevent the spread of infection.

Systems to ensure sustained improvement are strong. The provider and staff are working very well together to make sure that their knowledge, skills and experience are combined in order to meet the care and learning needs of children effectively. Priorities for improvement are identified and include enhancing and extending outdoor experiences for children. This includes the provision of large climbing equipment and the development of a 'mud pie' area and a 'bug' area. Staff are motivated to continually improve their knowledge and skills and advice and support from local authority development workers are sought and valued. All required documentation and records are kept up-to-date and in good order. Resources are chosen for their quality and durability as well as to meet children's developmental needs.

The partnership with parents is strong. Parents are happy with the service provided and share positive views on the environment and professional, helpful and friendly staff. A settling-in procedure is arranged with each parent according to their child's needs. Written information provided for parents is good and includes a prospectus that contains detail on the six areas of learning, all required policies and procedures and posters that include contact details for Ofsted and for the Northamptonshire Safeguarding Children Board. Information obtained from parents is very good with regard to each child's backgrounds and needs. However, some parents have not provided detail on who has legal contact with their child and who has parental responsibility. Therefore, the best interests of these children are not being fully met.

Staff ensure that they provide effective, inclusive care for children and they demonstrate a good awareness of each child as an individual. Children are encouraged to recognise their own unique qualities and the characteristics they share with others. They learn about similarities and differences through play, for example, an awareness of different foods, traditional dress, stories and music. Toys and play equipment reflect positive images and meet the developmental needs of the children well. The provider and staff have experience of liaising with external agencies or services to ensure that a child gets the support he or she needs. Staff are aware of the benefits of establishing links with other providers in

order to provide consistency of care and education for children attending different settings.

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

Children are making good progress and staff are clear of their responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. Each child has a folder that contains starting points obtained from parents, observations, photographs and next steps planning. A daily contact book is completed by staff and contains detail on the routine of the day, food eaten, activities and achievements. Parents are invited to take the book home and add their own comments, and also share the book with other early years providers.

Personal, social and emotional development is very good. Children are settled and secure, confident and happy. Their independence is promoted effectively as in all rooms they are able to choose and select toys from well-organised storage. Young children play cooperatively alongside each other and enjoy the involvement of staff in their play. Older children play together in pairs or small groups and are learning to share and take turns. They learn the importance of this from a safety aspect when they are moving around an obstacle course as they need to be aware of their own space and that of other children. Children help and show consideration for each other, for example, a child offering to hold a friend's hand as she walks on a balancing beam.

Children develop good manipulative skills as they play with a variety of small toys and tools that are appropriate for their different stages of development. Older children learn to hold and use scissors safely. Babies take out pieces from an inset puzzle and then try to put the pieces back in. They play with posting and stacking toys and staff talk with children about matching shapes so that they can post successfully. Young children make marks with their fingers in cornflour, paint, sand and shaving foam. They paint their own hands and sheets of paper with thick brushes and are delighted as they squeeze paint through their fingers. Older children play games, such as hopscotch, that involve counting and numeral recognition. Some children are able to write numbers to five and count confidently to 10 with one-on-one correspondence. Children's creativity is promoted well. They enjoy singing and moving to music, drawing and painting and playing with role play resources. Younger children repeat situations familiar to them and older children use their imagination as they pretend to be, for example, a teacher or doctor.

Older children express themselves confidently and are learning to speak in turn and listen to others. Flash cards are used effectively to encourage children to recognise letters and the sounds that they make. Babies make sounds as they play with a toy telephone and invite staff members to talk into it also. They enjoy looking at picture books and ones that contain different textures. Older children are able to re-tell favourite stories using pictures in the book. Children are active and understand the benefits of physical activity. They practise kicking, catching

and throwing, and they learn to steer and pedal tricycles. The outdoor area is still being developed and does not yet include any large physical play equipment; as a result, children are unable to practise climbing skills. All children share the same outside play area and older children play games that include running, stopping and starting, which links to raising their awareness of the needs of the younger children. Healthy eating is given a very high priority and children help to prepare fruit and vegetables for eating and for cooking. They develop an awareness of their own growth needs in relation to other living things. Older children are currently growing sunflowers.

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
--	-----