

Old Rectory Day Nursery

Inspection report for early years provision

Unique reference number 220140
Inspection date 23/06/2011
Inspector Melanie Eastwell

Setting address The Old Rectory, Church Lane, Little Billing, Northampton,
Northamptonshire, NN3 9AF

Telephone number 01604 407740

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

The Old Rectory Day Nursery opened in 1985 and operates from rooms within a grade 2 listed building standing in one acre of land within the village of Little Billing, Northamptonshire. The nursery is divided into two areas and children have access to three enclosed outdoor play areas. The nursery is open from 8am to 6pm, five days a week, all year round.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend at any one time. There are currently 120 children aged from 18 months to under five years on roll. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 16 members of staff, all of whom hold early years qualifications. Two members of staff hold Early Years Professional Status and 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 outstanding.

This setting has developed an exceptionally strong knowledge of each child's unique needs and this ensures that the staff are very successful in promoting children's care, welfare and learning. Children are very safe and secure. They thoroughly enjoy the enthusiastic interaction from the staff and enjoy learning about the world around them. The superb partnerships with parents, other providers delivering the Early Years Foundation Stage and other agencies involved with the children are a key strength and are significant in making sure the needs of all children, are met most effectively, along with any additional support needs. This means that children make rapid progress given their age, ability and starting points. The setting has embraced the process of self-reflective practice and this makes sure that their many strengths are celebrated and priorities for future development are well targeted, which results in highly effective provision that responds to the children's needs.

What steps need to be taken to improve provision further?

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

- extending the current systems for observation and assessment used for the pre-school children to the younger children in the nursery.

The effectiveness of leadership and management of the early years provision

Children's care, welfare and learning is greatly enhanced by the highly effective way in which the nursery is led and managed. The dedicated staff and management team work very well together to ensure that children's individual needs are met. Safeguarding is given the highest priority. All members of staff have attended training relating to child protection. The nursery owner and one member of staff have completed further training in this area and they are committed to ensuring that children are safeguarded at all times. The staff team have appropriate clearances in place and effective systems are employed to ensure that un-cleared staff do not have unsupervised contact with the children. Therefore, everyone's welfare is protected. Robust procedures for the recruitment and retention of suitable members of staff are in place and the nursery owner is keen for staff to have the opportunity to develop their knowledge through attending courses and through undertaking academic qualifications up to degree and Early Years Professional Status level. Children are very safe and secure. The nursery has taken pro-active measures to increase the security of the setting in ways, such as installing security gates on the entrance to the grounds, a video telephone link from the main entrance to both units within the nursery and a card reader system for parents to enter the building. Children are learning about how to keep themselves safe. The staff talk to them about the risk assessments and they know the boundaries in place for safety, for example, the importance of being supervised when using the trampoline. Regular evacuation drills are carried out and the written risk assessments are regularly updated to ensure they remain robust. The nursery is secure in its inclusive practice. Each child is treated as an individual and with great respect. They are included in and consulted with about matters that affect them, such as their activities and the menu-planning, and their views and opinions are valued by the staff. They are learning to care for each other and demonstrate how their first friendships are developing. For example, a child invites their friend to sit next to them at the lunch table by smiling and saying 'You can come and sit here'. Their friend sits down and they start chatting together. Children play very well together. Lots of co-operative activities where children learn to take turns, to listen to each other and to value the opinions of others are implemented by the skilled staff team.

The excellent partnership working within the nursery promotes children's feelings of well-being and belonging and ensures they receive a smooth transition and a consistent approach. For example, children who are due to start school enjoy visits to the nursery from their new class teacher and the staff show an interest in their accounts of their visits to their new school. Other agencies that are involved with the children and their families are welcomed into the nursery and the nursery owner works closely with the local authority as required. Parents are valued as partners by the nursery staff. They are welcomed into the setting and the staff provide them with detailed feedback each day about their child's daily routine and their progress. Parents report that the staff team are extremely approachable and clearly know their children very well. They are fully involved in their child's learning. The setting holds regular parents evenings and they can take their child's achievement book home whenever they wish. Parents are encouraged to add their

own comments and suggestions to their child's record, both at the consultation meetings and through the achievement boards that are displayed in both units of the nursery. The owner has also sought and values the input of a parent's representative relating to the setting's policies and procedures. Newsletters are regularly produced for parents to inform them of topics and themes as well as forthcoming events in the nursery. A variety of notice boards throughout the setting display relevant and meaningful information for parents.

The nursery has developed highly effective procedures for self-evaluation. All members of staff, the children and their parents have been involved in the process and this has become embedded within the nursery practice. They continually strive for high quality practice and demonstrate an excellent capacity for continuous improvement. For example, they have been pro-active on the recommendations made at the previous inspection and they identify lots of areas for further development, really fine-tuning the practices and activity within the setting. Parents' views have been sought through the use of a questionnaire and a suggestion box is always available to them. The nursery owner responded to every comment and suggestion made in the questionnaire responses. Children's views have also been sought. The key workers work with them to enable them to make their views known. This is particularly in relation to the self-evaluation process. However, children are continually asked about what they would like to do and if any changes could be made. These requests are considered and are made possible by the dedication of the staff. For example, children reported that they were not keen on waiting for their turn on the computer, so the nursery owner invested in a four seated workstation for the computers to alleviate some of the queuing. The children also requested a superhero area that has been integrated most successfully into the nursery garden. The staff team have regular meetings and are supported to put forward their ideas, such as for making changes to the children's observation and assessment records. This has been identified as an area for further expansion as the changes to the recording of children's learning has been successful in the 'Busy Bears' unit and the nursery owner would like to support the introduction of the same system into the 'Buzzing Bees' unit. This valuing of everyone's points of view and willingness to reflect on all aspects of the nursery's activity promotes the children's, their parent's and the staff's sense of well-being and belonging and an ethos of continual improvement.

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

Children benefit significantly from the support of the enthusiastic and dedicated staff team who are skilled practitioners that know the children well and are able to completely engage them in the activities. The staff's interaction with the children is exemplary. They sit with the activities and show a genuine interest in what they are doing. They are confident to let the children lead the play and know when to make suggestions to enhance the vocabulary and learning. The staff are responsive to the children's requests and willingly sing songs, read stories involving puppets, get involved in 'sword fights' in the garden and take part in imaginative and role play games. The staff's willingness to involve themselves and their enthusiasm and passion in their role promotes children to be interested in what

they are doing and to be confident to try new experiences. The children in both units of the nursery, the younger 'Buzzing Bees' downstairs and the older 'Busy Bears' upstairs are provided with a creative and innovative range of activities that cover the six areas of learning, both inside and outside. The younger children particularly enjoy the free-flow between the inside and outside play areas. The staff know them very well and respond to their needs. For example, a number of children were noted to be keen on transporting items from one play area to another to enhance their play. The supervisor picked up on this and now sets out the rooms in different ways to allow the children to indulge in this transporting. For example, they enjoy moving the dry sand to the water tray and add vehicles and they are able to add real dry cooking ingredients, such as rice and pasta, into the home corner. The older children engage in detailed conversations with the staff and talk about what they are doing. They enjoyed a recent visit from someone that owns snakes and this activity promoted lots of conversation and interest. Children throughout the nursery are actively encouraged to make choices and decisions. They are able to ask for different resources and can freely help themselves to a wide range of art, craft and drawing materials. Their independence skills are promoted through this decision-making and the older children are supported to pour their own drinks, to take their plates away and to help the staff with a variety of tasks.

Children are learning to manage their own personal hygiene. They know the routine for washing their hands before eating and after using the toilet. This routine is confirmed through the use of attractive posters and labels in the bathroom areas. Children thoroughly enjoy the freshly prepared meals and snacks provided by the nursery. They have been involved in the menu planning and most tuck in to their lunch and ask for more. Any allergies and specific dietary needs are catered for very well through discussion with parents. The nursery holds a healthy eating award. Children are able to access drinking water whenever they wish from coolers within the nursery rooms. Children clearly demonstrate that they feel safe in the nursery. They arrive happily, say goodbye to their parents and quickly settle to play. Sleeping children rest easy and are constantly supervised by a member of staff. Children are ably supported by the staff to be confident to choose their own resources and they enjoy having involvement in the planning of activities. They all know the daily routines and are confident to approach the staff for comfort and reassurance as needed. Children learn about diversity through the very good range of play materials and resources, such as books, dolls, dressing-up clothes and small world characters. They celebrate a variety of different events, including the world cup football tournament and Chinese New Year. All children have their individuality and unique needs met most effectively. Children who have specific needs are supported following involvement with any other agencies and their parents to ensure that the activities can be adapted to enable them to take part. Children who speak English as an additional language are also supported through careful and sensitive management.

The nursery makes highly effective use of its spectacular outside play areas. Children are able to access an abundance of activities that cover all six areas of learning. The staff actively engage themselves in the children's play and the addition of beautiful displays along the fence panels, mature trees for shade, very well-maintained fixed-play equipment, and tubs of bubbles, all increases children's

enjoyment of this area. Children are able to dig and search for mini beasts. They water the plants and grow flowers. Organised games, such as running and parachute games, take place on the large lawn area. A shelter, originally built for pushchair storage, is used to great effect at present as a 'car wash and garage'. The children enjoy using the tills, talking about the money and they learn to take turns while waiting 'to be served'. The children's request for superhero play has been managed with great effect by the staff team. An enclosed area in the garden has been set up, again beautifully resourced with laminated pictures of superheroes, camouflage nets and boxes of superhero paraphernalia. This activity has been risk assessed by the staff team who talk to the children about positive play and they report that all the children have taken part, getting involved in dressing up and taking on different roles.

The children's progress in their learning and development is clearly evident in their beautifully-presented individual achievement books. Observations are recorded as an ongoing process. The systems for planning, observation and assessment and the identification of children's next steps are most effective and work in a cyclic way. Each child's individual interests are included in the planning and children are actively involved in this process. Currently, different systems are in place between the two nursery units. However, due to the success of the recent changes to the process for recording children's progression in the 'Busy Bears' room the owner has identified this as a priority for introduction with the younger children in the 'Buzzing Bees' room. The children attending this vibrant, lively and welcoming setting benefit from the high quality interaction and the creative use of resources by the committed staff and management team.

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