

ADORABLES DAY NURSERY LTD

Inspection report for early years provision

Unique reference number

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Inspection date

20/06/2011

Inspector

Hazel White

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.

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

Adorables Day Nursery Limited registered in 2010 and is privately owned and managed. It operates from four rooms in a converted building and is situated in the village of Blisworth, Northamptonshire. The premises are accessible, with a step between two of the playrooms. Children share access to a secure outdoor play area. The nursery serves the local area and has links with the school.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time. Of these, not more than 12 may be under the age of two years. All may be on the Early Years Register. There are currently 39 children attending who are within the Early Years Foundation Stage. The nursery also offers after school care to children aged over five years to eight years.

The nursery employs eight members of childcare staff. All with the exception of one hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children take part in a varied range of experiences that help to promote their all-round learning and development, both indoors and outside. They are cared for in an inclusive and welcoming environment which supports their individual needs and interests. Relationships with parents are friendly and informative. Staff liaise with others involved in the children's care and learning generally well. The team have a clear vision for the setting. All staff are included in the self-evaluation process and they demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of meal times to enable more able children to take an active part in the preparation and serving of meals and snacks
- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency.

The effectiveness of leadership and management of the early years provision

Staff are clear about their responsibilities in relation to dealing with child protection concerns. They clearly recognise signs and symptoms of abuse and are aware of the procedure to follow. The child-protection policy is shared with parents to help ensure that all adults are aware of their individual and collective roles and responsibilities. The manager has recently attended safeguarding training to keep her knowledge up-to-date. This information is shared with the staff team which helps to protect children from harm. The nursery has secure recruitment procedures in place to check staffs initial and ongoing suitability to work with children. Comprehensive risk assessments are conducted and regularly reviewed. In addition, staff complete daily checks of all areas to minimise potential hazards to children. Documentation is generally well maintained and organised effectively to support children's needs and the efficient running of the setting.

The effective deployment of staff means that children are well supervised at all times and remain safe. Staff are vigilant when children are playing outside to help to ensure that unauthorised visitors do not gain access. Children use a good range of resources which cover all areas of learning. The provider is systematically de-cluttering the nursery and replacing worn and well-used resources. Books have been added to and treasure baskets and heuristic play has been introduced to babies.

Good relationships are evident with parents. They speak highly of the staff team and feel that their children benefit from the care they receive in this small village nursery. Staff are active in sharing information with parents about their children and in encouraging them to provide information about their interests, capabilities and achievements at home. Each child has an 'All about me' sheet. This information is filtered into the children's individual plans and supports their ongoing development. Children's learning journals are available for parents to view and many contribute to them. This means that children's learning is effectively supported at home and assists in providing consistency of care. Parents regularly receive newsletters and have access to an informative noticeboard.

Links with other local early years settings children attend are not yet fully developed to help ensure consistency of care and learning. This is an area that the provider wishes to improve to help children with the transitions between settings. Policies and procedures are inclusive and appropriate systems are in place to support children with special educational needs and those who speak English as an additional language. For example, staff would liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the setting.

The nursery is well led and managed. Staff work well together as a team and have embraced the recent changes that the new provider has made. For example, she has organised staff training on many aspects of childcare and replaced toys and equipment. They are fully committed to ensuring that they effectively support children's individual needs and welcome the support they receive from the local

authority early years advisor. The staff team work together to evaluate their provision. Systems for self-evaluation include staff and parents' comments and there is a clear and focussed action plan for future development.

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

Children are cared for by staff who have a good knowledge of how to develop learning through play. Planning is based on what they know children will enjoy and on what they can do on admission to the nursery. This planning is flexible so that staff can respond to children's individual ideas and interests. Staff observe children as they play, using their observations to ensure planning demonstrates the next steps in their learning. The children make good progress towards the early learning goals due to the wide range of interesting activities which are both adult-led and child-initiated. The children have a positive attitude to learning and respond enthusiastically to the full range of activities and play experiences provided. They have good opportunities to express their feelings, views and ideas.

Children are eager to learn and settle quickly to a task, sustaining good concentration. For example, children persevere when using the computer, carefully choosing the colours they want to use to create patterns. Children engage easily in conversation and have good opportunities to develop their speaking and listening skills. Older children introduce visitors to staff and proudly show them around their surroundings. They learn about the wider world as they engage in activities which they can relate to. They look at the globe to identify the countries where they have been on holiday with their families. In addition, they celebrate various festivals and visit the local church. Consequently, all children develop a positive attitude towards others through play and valuable first-hand experiences.

Babies' development is supported well through having access to a good range of suitable resources in their play. These include hand painting and water play. They readily go to staff for comfort, reassurance and support. Babies take part in action songs and rhymes, and staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words. They explore and investigate various natural items which are placed in baskets within their reach and are excited by toys that react in different ways when buttons are pressed.

Children learn to keep themselves safe indoors and outside. They know that they must come down the slide one at a time and sit down when they are eating. Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross-infection and by following sound procedures when children are ill. Children thoroughly enjoy being in the fresh air and being active. They join in ball games, manoeuvre wheeled toys and negotiate obstacle courses. They understand and adopt healthy habits, such as good hygiene practices, and learn how to clean their teeth. Meals and snacks are freshly made on the premises. They are varied, well balanced and include lots of seasonal fruit and vegetables. Meal times are generally well organised. However, the independence of pre-school children is not fully enhanced during these times because they are not involved in preparing tables or serving their own food and

drinks.

Children's behaviour is good. They learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. Consequently, they develop strong friendships. They respond positively to adult expectations and make choices and decisions about their own learning.

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