

Progress House Day Nursery

Inspection report for early years provision

Unique reference number

223161

Inspection date

08/11/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Progress House Day Nursery is privately-run and opened in 1997. It operates from a converted three-storey Victorian house in Market Harborough, Leicestershire. The setting opens 7.30am to 6pm Monday to Friday throughout the year. The children's playrooms are located on the ground and first floor. Other rooms include an office, kitchen and staff room. Children do not have access to the second floor. There is an enclosed soft-surfaced outside play area.

The setting is registered on the Early Years Register and on the Compulsory and Voluntary parts of the Childcare Register to care for 46 children. There are currently 44 children aged from birth to five years on roll. The setting is in receipt of nursery education funding and provides support for children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting employs 22 members of staff, 12 of whom hold early years qualifications. The remaining staff have experience of working with children. The manager has Early Years Professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming environment where safeguarding is given high priority. They are happy and settled and make sound progress in their learning and development. However, interactions with children and observations are not always used well to fully support children's learning. The partnerships with parents and other agencies are positive. Self-evaluation systems are in place but do not identify accurately key areas for further improvement.

What steps need to be taken to improve provision further?

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

- develop systems for observation and assessment to ensure that children's next steps are effectively identified and support planning across all six areas of learning
- ensure that interactions with children consistently challenge them to think critically and develop their learning
- develop further systems for self-evaluation to ensure that they accurately reflect and identify what needs to be done next in order to secure further improvements.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. This ensures that children are well protected at all times. Staff have a good understanding of both the signs and symptoms of abuse and the designated person is conversant with the procedures to follow to report concerns. Vetting and induction procedures for all adults who work with or come into contact with children are secure. Children move around the setting safely and are kept safe because staff ensure all hazards to children, both indoors and outside, are identified and minimised, through regular risk assessments. Security within the setting is a priority. Staff closely monitor the arrival and departure of children, parents and visitors. Staff in the setting have current knowledge about paediatric first aid. The children are further protected because the setting has clear procedures and good records, including accident, medication and attendance records. This actively promotes children's good health and well-being.

Staff are kind and caring role models who regularly praise and acknowledge children's efforts and achievements. They have a satisfactory overall understanding of the Early Years Foundation Stage and are beginning to use it to support children's learning. The environment is generally well organised to support children's learning. Overall, resources are fit for purpose and are able to support children's learning and development.

The setting is committed to improving the well being of the children in its care. Most staff have appropriate early years qualifications and unqualified staff have considerable experience of working with young children. The manager conducts annual staff appraisals that are used to identify training needs. The management team encourages and supports staff development to improve existing practice. The setting has completed a self-evaluation and the manager accurately identifies the key strengths of the setting, for example relationships with children but key areas for development for example, weaknesses in planning, observation and assessment and the quality of some interactions with children are not accurately identified. As a consequence, appropriate targets for improvement have not been set. The setting has addressed most recommendations raised at the last inspection. Improved hygiene procedures have been put in place and staff are appropriately deployed to ensure adequate staffing during breaks. Opportunities to develop problem solving, reasoning and numeracy are less well developed.

Relationships with parents and carers are open, friendly and professional. Parents comment positively on the care and learning provided. They are informed about what their children have done through the Learning Journeys, reports and informal discussions but parents do not have sufficient information about how their child is progressing because staff do not identify accurately children's next steps for learning. This limits parent's ability to support their child's learning at home. Effective relationships with other providers, especially local schools and professionals that support children with special educational needs are well established and contribute well to supporting children's welfare and learning through a regular exchange of information. Staff promote an inclusive

environment. All children are treated with respect and as individuals. They receive attentive care.

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

Children are offered a variety of play opportunities that support them in making satisfactory progress towards the early learning goals in relation to their capabilities and starting points in their learning. Older children settle quickly when they arrive and are developing positive attitudes to learning as they play. Babies settle into the nursery very well because staff ensure that they use the valuable information about their routines, likes and dislikes, provided by parents. The atmosphere is warm and welcoming. Children are happy and relaxed. The key person system ensures one member of staff takes a special interest in the development, welfare and overall progress of the children. However, not all staff in the setting are secure in their understanding of how to use the Early Years Foundation Stage to support children's learning. Descriptive observations and photographs of activities children undertake are included in their Learning Journeys but these are not sufficiently evaluative and staff do not always use them well to identify children's next steps and to ensure that planning meets their learning and development needs.

Children are confident and sociable. They are developing their personal independence as they move from one chosen activity to another and from one room to another. They willingly help to tidy away when asked. They are able to concentrate as they play board games, such as 'Tummy Ache' or when making cards. They cooperate well, sharing resources, for example toy cars or pretend fruit and vegetables. Older children recognise their names and letters and make marks in their 'diaries'. They are justifiably proud of their achievements. Children enjoy regular stories and rhyme sessions, joining in enthusiastically with favourites. Children confidently count by rote to ten and beyond and are able to complete simple calculations. Both babies and older children enjoy problem solving when completing jigsaw puzzles. Children experiment with early mathematical skills as they empty and fill containers with water.

Children have regular opportunities to use their imagination through art, design, music, dance and role play, for example, children enjoy using the role play area and dressing up. They enjoy regular weekly dance and physical activity sessions with a visitor to the setting. Free expression and creativity are very well supported and encouraged in the setting. Children have opportunities to learn about the roles of others, through visitors and outings. For example they have recently visited a local outdoor farm centre and a zoo. They enjoy celebrating traditional British festivals, for example Bonfire Night and Halloween but opportunities to celebrate other festivals reflecting wider cultural diversity are limited. Nevertheless children enjoy the links they have to nurseries in Africa and this supports their understanding of other people's lives. Opportunities to develop their physical skills are supported as they manoeuvre wheeled toys and run, throw and catch balls outside. Children handle small equipment confidently as they draw, paint and cut.

The oldest children develop satisfactory skills for the future by using phones, keyboards and calculators with confidence but younger children do not regularly enjoy the same opportunities.

Staff carefully supervise children at all times. However, not all staff engage sufficiently in the children's learning by encouraging the children to think for themselves and extend their learning through discussion and questions. At times older children's learning is limited by a lack of adult-led activities and their play lacks purpose, for example, when playing outside. Learning opportunities are not always sufficiently maximised, for example, during mealtimes.

Children are developing a good understanding of how to stay safe. They follow careful routines as they move from the indoors to the outside play area and when negotiating the stairs. Children's behaviour is generally good. They respond to gentle reminders and are actively encouraged to share and take turns.

Children are developing a good awareness of what constitutes healthy lifestyles. They adopt good hygiene routines by, for example, washing their hands before eating and after using the toilet. This sustains levels of hygiene and helps to prevent the spread of infection. Children are offered good quality, nutritious meals and snacks that meet their dietary needs. Older children are not able to freely use the outside play area as it is not immediately accessible but they have regular daily opportunities to play outside. Babies also regularly access the outside area and also benefit from local walks.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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