

Northampton College Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Northampton College Day Nursery registered in 2000. It is registered on the Early Years Register and is located within the grounds of Northampton college. The nursery is registered to care for a maximum of 24 children in the early years age range and provides funded nursery education for children aged three and four years. The nursery supports children who have a special educational need and/or disability, as well as those who speak English as an additional language. The nursery opens five days a week during college term times. Sessions are from 8.45am until 5.15pm from Monday to Thursday, and on Friday from 8.45am until 4.15pm. There are six staff who work with the children, five of whom hold a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress in their learning and development as the staff have effective knowledge and understanding about how young children learn. Safeguarding is prioritised to ensure the children's welfare and happiness. Precautions are taken to keep the children safe. Steps are taken to help the children's understanding about differences in the society in which they live. Partnerships with parents and other providers who deliver the Early Years Foundation Stage are used to promote effective quality care and education and care. A method of self-evaluation is in progress.

The staff are very aware of the stage of development the children have reached, which enables them to provide for their individual needs. Equality is promoted, with both the girls and the boys having equal access to all toys available. Activities are differentiated to ensure all are able to participate in all play opportunities.

What steps need to be taken to improve provision further?

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

- ensure all adults caring for children carry out a regular fire evacuation procedure
- update the method of self-evaluation to ensure the identification of the provision's strengths and weaknesses.

The effectiveness of leadership and management of the early years provision

Safeguarding is taken very seriously, with a robust recruitment process ensuring all staff are suitable to work with young children. The staff receive high quality ongoing training via the Local Authority, to ensure they have up to date knowledge and understanding about child protection issues. A robust written policy is shared

with the parents so they are fully aware of the responsibilities of the staff.

Toys and resources are fit for purpose, are age appropriate and provide children with interest and challenge. Staff organise the playrooms to the children's advantage, as they store for example, games and jigsaws within easy reach, enabling the children to self-select items of their choice, which helps to enhance their independence.

The manager is extremely motivated and wants the best for the children in her care, therefore, she drives improvement by encouraging her staff to continue their own learning and development, which has a positive impact on the team's knowledge base, which in turn, has a positive impact on the children's development. A method of self-evaluation is in place to help secure continuous improvement, although this is out of date.

Staff promote equality and diversity, as they have good knowledge and understanding about the children's individual needs, enabling them to plan for their precise learning. Both the girls and the boys have equal access to all resources available. Children are becoming curious about their own as well as other cultures, which they explore through the celebration of various festivals.

Partnerships are well established and make a strong contribution to the children's achievement and well-being. Communication takes place between the nursery and outside agencies on a regular basis, in order to support the children who require additional help. Staff form a strong link with other providers who deliver the Early Years Foundation Stage to ensure progression and continuity of care.

Staff share an extremely positive relationship with the parents, as the staff are very aware of how this benefits the children's progression. Parents are very happy to share what they know about the children to enable them to plan for their individual learning. Parents are willing and content to share their skills and talents with the children. For example, parents who play the guitar; parents who play the flute and those that sing. The children learn a great deal from such experiences, which leads to a greater interest in music. Parents report being kept up to date about the progress their children are making and about how they can extend their learning at home. Excellent information keeps the parents up to date about forthcoming events and all policies and statements are readily available.

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

The staff plan a suitable range of interesting activities that capture the children's imagination, such as when the home corner is turned into a hairdressing shop. The children make appointments in a diary, welcome customers and make use of resources, such as combs, rollers and hair clips, to design styles of their choice. They chat happily to visitors as they are confident and inquisitive learners. They enjoy planting flowers in the garden before they draw still life pictures of their tulips, daffodils and pansies. The children are making an outstanding and positive

contribution to the nursery. Their desire to participate in all the activities on offer is exceptional and they willingly join in and make decisions for themselves. They enjoy helping their friends, such as to set the table for snack. They play an exceptional role in the community and take great interest in those who help them, such as the police and firefighters. They are making swift progress in developing their skills for the future, as they have access to a laptop, which they use with confidence. They are making swift progress in their literacy and numeracy, particularly in writing for a purpose and in measuring each others height. They are developing their skills in problem solving, as they diligently work out how many cups and plates are required for snack.

The children arrive happily and are ready to learn, as they share a warm and affectionate relationship with the staff who know them well. Older children in particular demonstrate a clear understanding about how to stay safe independently of adult prompts. The majority of precautions are taken to ensure children remain safe at all times, however, not all adults caring for the children are fully aware of the procedure for the emergency evacuation of the premises.

The children demonstrate an exceptional understanding about the importance of adopting a healthy lifestyle, as the staff teach them about how to maintain their own personal hygiene, which they practice without adult prompts. Staff and children discuss the effects foods have on their growing bodies as well as their teeth during mealtimes. Children and staff eat together making for a sociable occasion, when the children extend their vocabulary and enhance their social skills. Visits are made to the local bakery where the children have the opportunity to watch how bread is made and they eat various foods from around the world during the celebrating of festivals. Staff provide various activities to enable the children to cultivate their own vegetables, which they wash and cook for snack. Children have the advantage of accessing the outdoor play area at all times. There is an exceptionally broad range of apparatus that encourages the children to exercise and they confidently discuss how 'climbing makes their bones grow big and strong'. Younger children are extremely content with their health, physical and dietary requirements being met to an exceptional standard.

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	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	2
The extent to which children feel safe	2
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	2

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