

Little Houghton Day Nursery

Inspection report for early years provision

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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

Little Houghton Day Nursery opened in 2011 and operates from converted premises in the village of Little Houghton, Northamptonshire. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery is open each weekday from Monday to Friday, 8am until 6pm all year round. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 40 children may attend the nursery at any one time. There are currently 35 children on role who attend a variety of sessions. The nursery is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The school employs five members of staff. All hold appropriate early years qualifications. One member of staff is currently working towards an early years degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an excellent environment which is welcoming, nurturing and inclusive to all. Children are engaged in a stimulating and varied range of learning experiences which present excellent levels of challenge and interest. The safeguarding of children is given the highest priority. Partnerships with parents are highly positive and staff are continuing to develop community links within the village and with other providers who deliver the Early Years Foundation Stage to fully promote the integration of care, education and any extended service. Self-evaluation is used very well to identify what the setting does well and longer-term goals for development.

What steps need to be taken to improve provision further?

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

- continue to develop community links within the village and with other providers who deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Management and staff ensure children are very well protected from harm and given high priority at all times. The owner, manager and staff have a very good understanding of indicator signs of abuse and are fully conversant with the

procedures to follow to report concerns. A written child protection policy and all the relevant guidance documents are in place to support practice. The designated lead person for safeguarding children and the owner have attended advanced child protection training and all staff receive comprehensive in-house safeguarding training. Recruitment and induction procedures for all adults who work with the children or come into contact with the children are very robust. This ensures that all staff are thoroughly checked before they have unsupervised access to children.

All staff are vigilant in ensuring that children are always supervised. Comprehensive written risk assessments are maintained and regularly reviewed. Subsequently, hazards are clearly identified and appropriate action is taken to ensure that children remain safe. Consequently children move around safely and independently. Most members of staff hold a current paediatric first aid certificate. Clear procedures are in place in the event of accidents, for the administration of medication and if children are unwell. All members of staff have received epi-pen training. As a result children's health and well-being is very well promoted.

Management is forward thinking and motivated. Self-evaluation reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to improve. Consequently clear targets have been set to support the provisions capacity to continually progress. Staff have the skills to support and challenge children in their learning and development. They are highly successful in taking steps to close any identifying gaps in children's achievements, for example, staff observe the children as they play and make assessments of their interests and learning needs to plan their next steps. Well written policies and procedures are in place, reviewed regularly and successfully reflect the philosophy of the provision. All staff have appropriate qualifications, participate in appraisals and the owner of the nursery is absolutely committed to developing staff performance and professional development.

Staff are highly effective in ensuring that all children are well integrated and treated with the utmost respect and as unique individuals. Comprehensive systems are in place for the early identification of children's learning needs and to ensure quick responses to any area of particular difficulty. The learning environment is particularly conducive to learning. Furniture, equipment and resources are of very good quality and displayed to encourage children to become independent by self-selecting for themselves. Building restrictions imposed on the outdoor area limits significant structural alterations to this area. However, staff ensure that resources are readily provided to fully support children's learning when they play outside. Staff are continuing to develop community links within the village and with other providers who deliver the Early Years Foundation Stage. They willingly share observations of the children, offer activity ideas and welcome visits from other professionals. Although, to date channels of communication are continuing to be developed in practice.

Highly positive relationships with parents and carers contribute significantly to a consistent approach and a smooth transition for the children. Staff have an exceptional understanding of each child's background and needs, for example, they gather information about a child's interests, backgrounds and medical needs. Parents receive a detailed starter pack about the provision, information is provided

on the nursery's web site and regular newsletters are produced. Frequent opportunities are provided to discuss children's achievements and well-being. For example, parental consultation evenings take place, staff provide written daily feedback and parents have regular access to their child's developmental record folder and are encouraged to contribute their on-going comments to this document. A parents' forum has recently been introduced. Parents speak highly of the excellent care provided and the advances children are making in their learning.

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

Children thrive and demonstrate very good levels of achievement and progress in developing the skills that will help them in the future. They show a strong sense of security and feel safe in the setting. They confidently seek support, reassurance and comfort from the staff as they need it. Subsequently, children settle rapidly in the friendly relaxed atmosphere. Children are developing an understanding of how to keep themselves safe, for example, they learn how to cross the road safely during walks within the community. Behaviour is very good and staff act as positive role models.

Children are active learners, concentrate well, persevere at their chosen activity and are extremely proud of their achievements. They develop very good relationships with staff, visitors to the setting and their peers. Staff are very skilled at interacting with the children. They are fully aware of each child's development stage and therefore are able, through discussion with the children to consolidate or extend their learning.

Younger children's emerging language skills are acknowledged and encouraged by staff and older children communicate with growing confidence. Children look at books for enjoyment; learn to recognise their own name and print is visually displayed throughout the environment. They make marks as they draw and paint and older children successfully write their name. Children are developing their recognition of letters and draw recognisable pictures. Older children count reliably to 10 and distinguish and name different shapes. Children thoroughly enjoy solving problems, for example, they work out that the drain pipe needs to be held at an angle to enable the water to flow down and younger children learn to stack the colourful beakers in order of size. They hang written numerals on the washing line in the correct number order, sort bears into colour groups, weigh objects on the scales and learn to differentiate between big and small.

Babies enjoy exploring the treasure baskets. They press and pull buttons and levers on activity centres and move beads around the curved frames with growing precision. Older children observe what happens when they mix colours together. They handle rollers and brushes to make marks and paint pictures, create collage pictures and help to make dough. Children engage in imaginative play with small scales resources, such as the dinosaurs. They also enjoy different role play scenarios, such as the post office, home corner, the restaurant and builders yard. They dance to music and learn a range of songs.

Diversity is activity celebrated at the nursery and used to enrich the children's learning. For example, children dress up in saris, make biscuits and enjoy an Indian meal to celebrate Diwali and handle a very good range of resources which depict others. This helps children to appreciate our differences and similarities as they play. Children explore the local community, for example, they purchase stamps at the post office and enjoy visiting the local primary school to watch a performance of the nativity story. They thoroughly enjoy learning about the role of others, such as the role of the police service. Children confidently use technology to develop their skills for the future. For example, children take photographs with the digital camera and are developing their mouse and click and drag skills when they access the computer. Children collect feathers and use the microscope to look closely at their features and look at mini beasts in the frozen ice and observe what happens as the ice melts.

Meticulous arrangements are in place to support children's good health. Dietary needs and parental preferences are extremely well met because management and staff implement detailed procedures. Babies follow their established feeding routines and older children are provided with meals and snacks that are very varied and nutritious. For example, children receive fruit or cereals for their mid morning snack and meals such as spaghetti bolognaise, fish and roasted vegetables. Each child has their own personalised beaker which ensures they remain comfortable and well hydrated during their time at the nursery. All children within the nursery sit together at meal times. Subsequently it is a very social and enjoyable occasion. Children learn good personal hygiene routines, for example, they learn that they wash their hands to destroy germs and staff implement strict routines throughout the day. For example, nappy changing procedures are very secure, staff wear aprons and disposable gloves to serve meals and individual bedding is provided for sleeping children. This activity prevents the spread of infection. At an Environmental Health Inspection the group was awarded a five star rating for its hygiene standards.

Children are able to rest according to their needs and enjoy daily fresh air. They thoroughly enjoy being physically active and develop skills in coordination, control, manipulation and movement. Babies are encouraged to develop their emerging skills, for example, to crawl through the tunnel and to reach up high. Older children enjoy walks in the local community and access more challenging play equipment in the local park. They play parachute games, stack milk crates, throw and catch bean bags, participate in mini aerobics sessions and play hop scotch in the outdoor area. Waterproof clothing ensures that children can access the outdoor environment in all weathers. Children eagerly participate in activities which develop hand-to-eye coordination and strengthen small muscles very well. For example, children handle tools, such as scissors with growing precision. They manipulate and roll dough and carry, pour and transport objects.

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	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	1
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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

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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