

Rushden Day Nursery

Inspection report for early years provision

Unique reference number

EY433301

Inspection date

01/03/2012

Inspector

Anne Archer

Setting address

103 Highfield Road, RUSHDEN, Northamptonshire, NN10
9QJ

Telephone number

01933418309

Email

Type of setting

Childcare - Non-Domestic

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 2012

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

Rushden Day Nursery was registered in August 2011. It is one of a small group of four nurseries, all of which have an out of school club on site. The nursery operates from a converted Baptist chapel in a residential area of Rushden in East Northamptonshire, which has been operating as a day nursery since 1999. It is close to shops, schools, parks and public transport links. Children have access to enclosed outside play areas.

The nursery is open each weekday from 7.30am to 6pm all year round, except for public holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 76 children may attend at any one time, including 52 in the early years age group. There are currently 50 children on roll, of whom 45 are in the early years age group. The nursery supports children who have special educational needs and/or disabilities and those for whom English is an additional language.

There are seven members of staff, all of whom hold relevant qualifications. The manager holds a foundation degree in early years and is working towards a BA Honours degree in Childhood Studies. The nursery provides funded early education for two-, three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the nursery make good progress in their play and learning and their care and well-being is promoted well. Safeguarding systems are strong, as are partnerships with parents. Although some staff are quite new to the setting, they know the children well and manage their individual needs effectively. The owner and manager are fully aware of the nursery's strengths and the areas that require development and are taking the necessary steps to achieve further improvement.

What steps need to be taken to improve provision further?

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

- show clear links between identified next steps and children's progress towards the early learning goals, particularly in relation to children under three years
- take note of local safeguarding children board advice to ensure referral contact details recorded in the setting's policy and procedures remain accurate so as not to delay referral.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the adults working at the nursery at all levels have a good understanding of their roles and responsibilities in relation to child protection and to keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is secure. Robust recruitment and induction processes ensure that staff are suitable to work with children and there are secure systems for the supervision of visitors and the collection of children by appropriate adults.

The nursery accommodation is suitable for purpose, having been recently redecorated and refurbished. The result is a safe yet stimulating environment which supports children's learning. Resources are suitable, safe and plentiful and easily accessible by the children. Management conduct risk assessments on all areas of the nursery and equipment that children may come into contact with and update them regularly. Action plans are devised and implemented to keep children safe and children are taught to use tools and equipment properly.

Policies and procedures are those of the group and have been adapted for this nursery. Although they have recently been reviewed and updated, minor alterations are required to reflect the location of the nursery in relation to the referral section of the safeguarding procedure. The effectiveness with which the nursery promotes equality and diversity is good. Settling-in sessions and meetings with the child's key worker ensure that staff have sufficient information to assess children's starting points and plan appropriate activities. Children learn about similarities and differences and the festivals celebrated by others through a variety of activities, such as and art and craft activity linked to St. David's Day.

The nursery's engagement with parents and carers is good. Relationships are very positive, enabling staff to be fully aware of children's individual needs and any issues that may affect their well-being. Parents are asked for their views periodically through a questionnaire. There is a suggestions box where they can post comments anonymously if they choose to and a board on which they can add their children's 'wow' moments. Swift action is taken to respond to any concerns they may share and their comments are taken into account when important decisions are being made. Parents are kept informed about their children's achievements, well-being and development, both verbally and in writing and they are able to view their child's development folders and look at their work on the displays at any time.

Partnerships with other providers of the Early Years Foundation Stage, such as the local schools' reception teachers, are being developed by the manager ready for the new school intake. Links with other agencies are well established and support those children affected very well. The nursery's capacity to maintain continuous improvement is good. A recent self-evaluation completed by management accurately highlights the nursery's strengths and areas for development. There is a clear vision of how they want the nursery to develop and expand in the future.

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

Children of all ages are settled and content and keen to take part in the wide variety of activities the nursery provides for them. Children of all ages and capabilities are able to make choices about the activities they participate in which reflect their interests and learning needs. Staff record their observations of children at play and use this to assess their next steps in learning across all areas. Planning, although updated weekly, is flexible which enables staff to quickly support a child's new interest or learning need.

Except for the very youngest, children know about safety and health routines within the nursery and are beginning to understand why they should, for instance, wash and dry their hands after digging in the garden before eating their dinner. Babies experience having their hands and faces wiped before and after food and are corrected if they attempt to do anything which may be unsafe, such as push the walker over the toys. Children enjoy the attention of the adults who care for them and show by their behaviour and mannerisms that they feel safe in their care.

Under two's are learning early skills to support their future development and show a keen interest in their surroundings. They enjoy the periods of the day when they join with the pre-school children, such as at tea-time, and are entertained by what they are doing. Over two's show by their actions that they are beginning to understand the nursery rules and boundaries and they behave well as staff have a consistent approach to noticing and managing unwanted behaviour. Children develop skills for the future as they make good progress in communicating, numeracy, problem solving and skills linked to communication technology.

Children develop knowledge and understanding of the world as they help to make a wormery and hunt for worms to put in it. They learn about what birds like to eat and read a story in support of World Book Day. Children are able to access the outdoor play area from the pre-school room and do so at every opportunity. A wide range of activities are available to them as they would be indoors with the addition of being able to climb up and slide down the apparatus, ride on trikes and scooters or just sit looking at a book while enjoying the afternoon sunshine. Overall, they make good progress towards the early learning goals taking into account their starting points and capabilities.

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
--	---

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

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