

Favours Day Nursery Ltd

Favours Day Nursery, Boughton Fair Lane, Moulton, NORTHAMPTON, NN3 7RT

Inspection date	25/09/2012
Previous inspection date	19/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- In all areas of the nursery staff plan and provide varied activities, experiences and opportunities for children, including those with special educational needs, to make progress towards the early learning goals.
- All children use a variety of good quality toys and learning resources to support their play and learning.
- Staff work well with parents to understand children's individual care routines, such as their sleeping patterns and home routines.
- Children in all areas of the nursery play and learn in an accessible, stimulating and safe environment that is well-organised to meet their needs.

It is not yet good because

- Staff do not always follow an effective policy and procedure when responding to children who are ill or infectious.
- There is no thorough system of self-evaluation that takes into account the views of staff, children and their parents.
- Staff do not consistently use appropriate strategies to manage children's behaviour and to help them to develop self-awareness.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four main play areas, including outdoor play areas.
- The inspector held meetings with the manager of the nursery and the Special Educational Needs Co-ordinator.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Sarah Measures

Full Report

Information about the setting

Favours Day Nursery Ltd. is an established childcare setting which re-registered in 2010 when it became a limited company. The nursery is situated on the outskirts of Moulton in Northamptonshire. It operates from a single storey building which has an outdoor

undercover area and outdoor play areas which all children have use of.

The nursery also operates an out of school club and a holiday play scheme. It is open each weekday from 7.30am to 6.30pm all year round excluding public holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides care for a maximum of 62 children aged from birth to under eight years at any one time. There are currently 81 children on roll, 18 of whom attend the after school club and 29 of whom are under two years of age. The nursery is in receipt of funding for nursery education. The nursery cares for children with special educational needs and/or disabilities and children for whom English is an additional language.

The nursery employs 18 full and part-time staff to work with the children, of whom 13 hold or are working towards relevant early years qualifications. The nursery is a member of the National Day Nurseries Association receives support from the local authority

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement an effective procedure, discussed with parents and/or carers, for responding to children who are ill or infectious.

To further improve the quality of the early years provision the provider should:

- implement a thorough system of self-evaluation to drive forward improvement
- make sure staff consistently apply effective strategies to manage children's behaviour and to help children to develop and awareness of their feelings and behaviours.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

A suitable key person system is in place to support working with parents and planning to meet children's individual needs. Children enjoy their time at the nursery and take part in a varied range of indoor and outdoor learning opportunities that cover all aspects of their learning through play. Overall, secure systems of planning are effectively linked to observations and assessments of children's developmental needs and next steps in order

for them to progress towards early learning goals.

Overall, staff understand their roles and the seven areas of learning. This enables them to plan a suitable and balanced programme of learning for children with good access to outdoor play. Staff generally understand the characteristics of effective learning and allow children to explore and choose ways to do things. Staff complete appropriate summative assessments of children's learning at the age of two years, in order to identify any difficulties with children's development at an early stage. Parents are encouraged to support children's learning at home and to contribute to observations in order to reinforce children's learning and provide a clear assessment of their development. Children with special educational needs are effectively included and supported within activities and routines.

All children use a good variety of quality equipment and learning resources to support their independent play and learning. For example, the range of equipment to develop their physical skills, strength and control. Children take part in activities where they use their imagination and follow their own ideas. For example, toddlers and pre-school children engage in creative activities and use different tools and materials to design their own collages and pictures.

Pre-school children explore with water and use different sized scoops to fill different sized bowls. This helps them to compare size and volume and to use and understand mathematical concepts as they play. Pre-school and toddler children enjoy sharing books with staff in small and large groups. Older children listen and show their understanding as they talk about stories and predict what will happen next.

All children have appropriate opportunities to take part in role-play activities with more developmentally challenging and complex activities and variety of resources available for older children. Children make sense of everyday situations and develop relationships and learn to co-operate as they make up their games and use their imagination.

The contribution of the early years provision to the well-being of children

Children are able to form warm relationships with adults through the key person system and staff's interactions. However, there is some lack of continuity with the quality of staff's interactions with the children. For example, when dealing with issues of unwanted actions or behaviour some staff dictate to children, rather than explain the consequences of their actions. This means children do not always have the opportunity to develop an awareness of their behaviours and of the impact of their actions on others and the environment. Children take part in activities that are organised to follow their interests so they enjoy their learning. Staff in the baby room work well with parents to understand children's home routines and sleeping patterns which are taken into account within nursery routines. This helps children to settle and feel secure. Babies demonstrate their confidence as they dance and babble learning to communicate and express themselves. Babies and very young children enjoy on-going opportunities to explore and investigate through heuristic and messy play opportunities. They play and learn in a safe and enabling environment where they can move around easily and handle toys and resources freely and safely.

Children gain an understanding of the need for a healthy diet and physical exercise and as they progress throughout the nursery they become more competent at managing their personal needs. For example, all children enjoy healthy and nutritious meals and snacks and older children develop good hygiene routines, as they wash their hands before meals. Children look forward to meal times and talk about what they might be having. Children in all areas of the nursery benefit from regular opportunities to be outside and develop healthy habits and routines.

Children stay safe because the premises are securely maintained and because the arrival of any visitors is carefully monitored. However, children are not always protected from illness and infection because staffs do not always follow appropriate procedures when accepting children. For example, not all staff are sufficiently thorough when parents leave children who may be ill or infectious. This means there is a risk of infection spreading to staff and other children.

The effectiveness of the leadership and management of the early years provision

The manager has a clear awareness of her accountability and she spends time within the nursery observing staff and monitoring their practice. She has made sure that staff are well-prepared to implement the necessary changes to plan within the new Early Years Foundation Stage Framework. This has ensured continuity of children's care and learning. The staff appraisal systems allows for staff development and training opportunities in order to maintain staff morale and promote improvements in practice and opportunities for children.

There are various systems of reflection and evaluation used by the staff and manager to assess the effectiveness of different aspects of the provision for children. For example, staff evaluate activities well in order to support future planning. Managers use focussed action plans to address the main aims of the nursery. However, there is no comprehensive system of monitoring and self-reflection used to pull together the strengths of the setting and the areas for development and to make sure staff practice is consistency effective. There is no self-reflection that brings together the views and contributions of staff, parents and children to make sure that policies and procedures are always well-implemented.

The arrangements for safeguarding children are sound. Staff have a good understanding of child protection issues and they know how to safely deal with and refer any concerns they may have about a child. Systems for keeping records meet with the requirements and are used appropriately to promote children's health and safety. Arrangements for collecting children are robust and staff are clear that they would not allow a child to leave the premises with anyone that they could not identify. Information regarding how to make a complaint is clearly displayed for parents, which includes details of how to contact Ofsted as the regulator. Complaints are recorded to show how they are investigated. This meets with the requirements and promotes a safe and transparent provision for parents and children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY417169
Local authority	Northamptonshire
Inspection number	883555
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	88
Name of provider	Favours Day Nursery Ltd
Date of previous inspection	19/04/2011
Telephone number	01604645131

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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