

The Day Nursery in Towcester After School Club

Towcester Church of England Primary School, Islington Road, Towcester, Northamptonshire, NN12 6AU

Inspection date	13/03/2013
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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

- Children have formed clear relationships with staff and their friends and thoroughly enjoy their time at the club. Older children encourage and support younger children in the activities. This makes them feel valued and included.
- Staff ensure that the environment is welcoming and children are able to choose their favourite activities, encouraging their independence.
- Overall, staff have formed clear partnerships with parents and share information with them on a daily basis about their child's day. This keeps them up to date and suitably informed in relation to their child's care and learning.

It is not yet good because

- Risk assessments are yet to fully include the security arrangements. This is with particular regard to the unlocked main door and how children's safety and welfare is promoted.
- Routines for sharing the findings of self-evaluation and review do not ensure parents are fully informed of action taken to improve the service for the benefit of their children.
- Resources reflecting positive images of people with differing abilities are few so children do not broaden their understanding in this area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children involved in a variety of activities and snack time was also observed.
- The inspector spoke with the children, manager, staff and parents.
- The inspector looked at children's records, policies and procedures.
- The inspector looked at safety measures within the setting and the outdoor play area.

Inspector

Tracey Boland

Full Report

Information about the setting

The Day Nursery in Towcester After School Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the main hall, one adjacent room and associated facilities at Towcester Church of England Primary School with access to the playground for outdoor play. The out of school club serves the local area and is accessible to all children. Arrangements are established to collect children from other local schools within the area.

The setting employs three members of child care staff. Of these, two hold appropriate early years qualifications at level 3. It opens Monday to Friday all year round. Sessions are from 8am until 8.45am and 3.25pm until 6pm. The holiday club is open from 8am until 6pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group.

What the setting needs to do to improve further

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

- review risk assessments to include the security of the premises. This is with specific regard to the main door.

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

- review current routines relating to self-evaluation to ensure parents are informed of any action taken to improve the service
- enhance the provision of resources that promote positive images of diversity, with particular regard to people with differing abilities.

Inspection judgements

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

Staff have an appropriate understanding of how children learn through play and gain information from parents about children's preferences. This enables them to provide care and learning opportunities that are appropriate for children's individual needs. Staff plan together each day taking account of children's interests. They evaluate all activities to ensure the needs of each child are met. Observations of the children involved in play identify children's current stage of development and the progress they make. These are

enhanced through the use of photographs and are shared with parents to ensure they remain informed and involved with their child's learning.

Activities include opportunities for children to use technology, including laptops and electronic games such as dance mats. These also support children's developing physical skills, which are further enhanced outdoors where children use a variety of equipment such as balls, hoops, wheeled toys and climbing frames. They also have the opportunity to engage with a variety of art and craft materials, which encourages their creativity. Staff speak to teachers to find out about the activities taking place within the school to enable them to complement and extend these within club, for example, when cultural celebrations are taking place.

Resources are organised within the room to enable children to help themselves and make informed choices. This increases children's independence and builds their confidence. Children learn the difference between right and wrong and clear rules and boundaries are reinforced by staff. Children learn to share and take turns and the older children involve the younger children in their play. These skills support children as they move through school and interact with wider groups of peers.

Children learn about diversity and the wider world through the celebration of cultural events and celebrations such as Chinese New Year. They enjoy food tasting and art and craft activities that support their understanding of similarities and differences. Toys and books ensure children see positive images of cultures and traditions different to their own. However, resources that reflect positive images of disability are not available to help children understand how other's abilities may differ to their own.

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

Children enter the setting excitedly, are happy and clearly enjoy their time at the club. Staff work closely with the children and parents and good relationships have been formed. Time is spent gaining information from parents about their child to enable staff to meet their individual needs consistently. Consequently, staff are confident they have current information about each child, which enables them to effectively support each child and provide continuity of care. Children immediately become involved in a wide variety of activities and tell their parents what they have done during the session when they come to collect them. Notices are displayed within the main entrance hall, including policies, procedures and forthcoming events to ensure parents are kept informed and involved in the running of the club overall.

Children's good health and well-being is promoted. They understand personal hygiene practices and wash their hands after using the bathroom and after messy play. They enjoy a variety of freshly prepared foods for their snacks, such as dips, pitta bread and cucumber sticks. Fresh fruit is freely available alongside free drinking water, which the children confidently help themselves to. Snacks take account of individual dietary needs and preferences which are known by staff. Snack time is a social occasion where children sit together and chat about their day. Staff praise and encourage appropriate behaviour and children are aware of the rules that are in place, such as, no running indoors, no

fighting and the importance of sharing and taking turns.

Children develop an understanding of keeping themselves safe near the roads as they walk to and from the various schools they attend. They learn about the importance of wearing seat belts when being transported to the club. Their safety is maintained through regular evacuations of the setting enabling them to become fully aware of the routine to follow in the event of an emergency. This reinforces the importance of listening to instructions, remaining calm and maintaining their own safety. Children benefit from plenty of fresh air each day, enjoying a wide variety of activities and equipment such as balls, hoops, climbing equipment and scooters. Younger children in the group feel comfortable and included in their environment due to the older children's kindness and support. For example, they help them become familiar with the daily routine and support them in the large group. This helps to ensure that their emotional needs are well met.

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

Children are suitably protected in the club as there are clear child protection procedures in place, which are reflected in the setting's child protection policy. Recruitment and induction procedures ensure that staff working with the children are safe and suitable to do so. Overall, written risk assessments and daily visual checks ensure that potential risks to children are identified and action taken to minimise them. However, the risk assessment has not been extended to include the unlocked external door. Nevertheless, staff are mindful of the safety of the children and monitor the main entrance. They supervise children well to promote their welfare.

Staff hold valid first aid certificates which ensures children receive appropriate treatment in the event of an emergency. Parents are invited to share as much information as possible about their child with staff, including any health needs and dietary preferences. This enables staff to plan a menu that takes account of their needs and to provide a variety of nutritious foods. Parents state that they are happy with the care their children receive and staff keep them informed and up to date about their child's time there. Partnerships with the schools have formed and staff speak to teachers each day to gain an insight into the activities the children have enjoyed during the day. This enables staff to continue this learning when children are at the club, such as, celebrating cultural events like Chinese New Year. They gather information to pass onto parents, such as any minor accidents that have occurred during the school day and any information or reminders of events that may be happening within school. This ensures that parents are fully informed in relation to their child's well-being and also about their learning.

Staff access training to broaden their knowledge and to stay up to date in the childcare field. Staff have identified strengths of the club, such as providing a friendly, well established group with a staff team who are able to provide care to a wide variety of children in the area. They are also mindful of the areas they feel need to be developed, including offering a wider variety of outings for the children during the holidays and to broaden the use of their self-evaluation to look in more detail at the whole service. They seek the views of parents about all aspects of the service and care they provide as part of

their own self-evaluation process. However, routines for sharing information about the findings and any action taken as a result of this process are not consistent. This means that some parents are not aware of changes and are therefore unable to monitor any improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises used for the purposes of the childcare are safe for that childcare (compulsory part of the Childcare Register)
- ensure the premises used for the purposes of the childcare are safe for that childcare (voluntary part of the Childcare Register).

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 action. 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	EY390527
Local authority	Northamptonshire
Inspection number	879077
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	28
Name of provider	The Day Nursery In Towcester
Date of previous inspection	19/01/2010
Telephone number	01327350332

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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, which are usually the childminder's 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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