

Wellingborough Day Nursery

63 Croyland Road, WELLINGBOROUGH, Northamptonshire, NN8 2AU

Inspection date

Previous inspection date

12/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn and develop, and provide an imaginative, interesting and stimulating educational programme, with accurate assessment and planning for children's individual needs. Consequently, children make excellent progress in their learning and development.
- Partnerships with parents and other professionals are extremely effective in providing for children's needs. Children's transitions are exceedingly well-supported as they move through to new rooms and onto school. The nursery is vibrant, well-organised and staff understand the importance of providing continuity of care and learning.
- A very effective key person system helps children form secure attachments, promoting their well-being extremely well. The excellent rapport between children and staff result in confident, self-assured children who are enthusiastic and show excellent levels of independence and motivation.
- The staff embrace all opportunities to further their professional development and are supported excellently by a highly motivated management team. Comprehensive self-evaluation includes the views of all staff, parents and children enabling staff to accurately identify areas of strength and those for development. This has a positive impact on the service the children and their families receive.

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 held a meeting with the manager and deputy of the provision and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Tracey Boland

Full Report

Information about the setting

Wellingborough Day Nursery re-opened in 2012 and is one of three nurseries under the same ownership. It operates from converted premises in the Croyland residential area of Wellingborough. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local and surrounding areas and is accessible to all children. It operates from four main playrooms and there is a fully enclosed area available for outdoor play, which is on two levels.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and 4, and the manager is completing an Early Years Professional Status qualification.

The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for children to investigate motion, movement and capacity outdoors; for example, by using drain pipes and tubes to move water along and other objects.

Inspection judgements

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

Children enter a vibrant, interesting and welcoming environment which reflects their work and interests. Staff spend optimum time involving parents within the nursery, finding out about what their child can do as they start their placement. As a result, children make excellent progress because they are supported by staff who understand the importance and benefits of providing high quality care, which supports their individual needs. All rooms are superbly resourced to meet the ages and developmental stages of the children cared for.

Robust systems for ongoing assessments of children's progress mean that staff can clearly identify what children need to do next or where they may need additional support. Staff use this information effectively to inform planning and discuss children's next steps in their learning with parents. Excellent means of communication ensure parents are fully aware of their children's current stage of development and understand how they can support their child's learning at home. Staff demonstrate an excellent understanding of how children learn and develop, which is reflected in the quality of teaching provided. Children are challenged, interested and their natural curiosity to learn is continually nurtured, which keeps children motivated and enhances their learning.

Children's creativity is continually developed as they engage in a wealth of activities. They enjoy exploring many textures, such as gloop, paint and sand, which supports children's sensory exploration and experiences in handling simple tools. Older children compound their understanding of the ingredients needed to make dough, by pouring flour, food colouring and spices together and gradually adding the water to gain a good consistency to enable them to mould the dough. This encourages their understanding of quantity and consistency. Skilful questioning by the member of staff encourages their thought processes and language development further, which consolidates and extends their learning effectively. For example, she asks questions which encourage children to think what they need to do when their mixture becomes too sticky, and they recognise the need for more flour.

Children are very imaginative during the many role play opportunities provided within the nursery. They pretend to be florists, police men and women and re-enact familiar experiences, for example, shopping for shoes when the role play area becomes a shoe shop. They practise making marks and early writing skills as they write posters about their missing pets to be displayed in their police station. Children learn to develop their technological skills highly successfully as they use the computer, camera and many push-button toys to develop these skills. Toddlers have opportunities to become inquisitive with everyday technology, for example, controlling an electronic ladybird to move in a given direction by pressing the buttons on the remote control. One child excitedly manoeuvres the ladybird under an adult's legs, explaining that she is going to make it get her toes. Consequently, children are actively involved in instigating their own play and extending their ideas.

Children's mathematical skills are continually encouraged as they count in the many activities and songs they enjoy throughout the day. These skills continually encourage children to prepare for school. For example, children count during cooking activities, with staff repeating numbers for the younger children, building their recognition of the sounds of numbers and encouraging them to count in rote. Older children weigh and measure ingredients, sometimes using simple addition. All children flourish during their time in the outdoor area and their physical skills are rapidly evolving. They use wheeled toys, balls and other equipment in their daily outdoor play. Toddlers and babies watch in wonderment as they and staff throw balloons into the air, watching them slowly float around and giving them increased opportunities to try to catch them.

Children explore their outdoor learning environment, looking for bugs and mini beasts using magnifying glasses, to see really closely how they look. They nurture the plants they

have planted indoors and outdoors, watering them and monitoring how they grow and change, and extend their imagination creating a 'den' within the trees in the garden. Children see numbers and letters outdoors and staff are considering how children can develop their understanding of motion, movement and capacity, for example, by using drain pipes and tubes to move water along and observe how corks, small balls and other items react.

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

Children's gradual introduction to the nursery supports their transition from home. Staff utilise this time extremely well, spending time talking to parents and building a broad picture of each child's needs and abilities. The key person system is very well-established and staff's understanding of their roles and responsibilities enables them to effectively welcome each child into their own key group. Children's sense of security and belonging is successfully encouraged through the firm relationships they form.

Children develop high levels of self-esteem because staff value children's views and opinions and praise them for their achievements and kindness towards each other. Clear rules, including we have kind hands, kind feet, kind words and we listen to each other, are consistently encouraged and children learn to take turns and share. As a result, behaviour is excellent. The learning environment is conducive to enabling children to make informed choices with regard to their play. All rooms are very well-resourced enabling children to make informed choices and encouraging them to be inquisitive, active learners.

Children's good health is a priority and children experience a wealth of exciting, nutritious and healthy meals throughout the week. The cook is enthusiastic in her work and menus encompass a wide variety of fresh foods which are monitored to ensure foods are enjoyed. Through her in-depth knowledge of children's allergies, preferences and dietary needs, the cook ensures all children's dietary needs are respected whilst maintaining a good balance of foods. Children's independence is nurtured from a very early age and they safely learn to make choices with regard to their meals and to help themselves. Mealtimes are a very social occasion as the children sit chatting to their friends and staff role model excellent manners and eating habits as they eat with the children. All children learn sensible hygiene routines that encourage their understanding of keeping themselves healthy. Children's understanding of being healthy is enhanced as they benefit from plenty of fresh air and exercise. Babies have many opportunities to develop their physical skills, both indoors and outdoors, and low-level furniture and climbing equipment encourages them to pull themselves to standing and explore the environment around them. Older children enjoy exercising in the large spaces available and the garden is continually developing which broadens the opportunities for them to learn. Children's safety and security is paramount and all areas of the nursery, indoors and outdoors, are checked each day prior to children's arrival. Excellent security is in place for children's arrival and departure and all visitors to the setting are asked for identification and their presence recorded. Children learn to use the steps within the garden sensibly and safely to minimise the risk of injury to themselves or others.

Staff work exceptionally well with parents and other professionals to ensure any additional or medical needs are met. Inclusion is firmly embedded in the nursery's practice, which effectively supports children with special educational needs and/or disabilities. Through the clear targets identifying needs, staff are able to focus alongside parents and other professionals on providing care and stimulation to extend progress and effectively meet their needs. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in home languages. Staff invite parents to share key words and phrases, enabling staff and children to become familiar and conversant with the different languages and so aid communication for all children. Parents are actively encouraged to share information about their cultures, beliefs and celebrations, which enrich children's learning of the wider world around them. This enhances inclusion within the nursery and helps children to feel valued.

Children benefit from effective transitions as they move rooms within the nursery or on to other settings. This is because there are highly effective working practices between nursery staff and close links with local primary schools. Detailed progress records are forwarded to a new setting, which helps to fully prepare children for the next stage in their learning and enables other key people in their lives to provide continuity of care.

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

All staff demonstrate an in-depth understanding of their role in meeting the safeguarding and welfare requirements so that children are kept safe. This is further supported by continuous training, both in-house and through external agencies, which enables staff to keep their knowledge and skills up to date. Rigorous recruitment and vetting procedures are in place to guarantee that all staff are suitable to work with children and a comprehensive induction procedure ensures new staff have an accurate knowledge of their roles and responsibilities. Comprehensive risk assessments are carried out on a regular basis, alongside daily checks and the vigilance of staff, which ensures children's safety is maintained. Staff deployment throughout the day ensures ratios are continually maintained.

Management within the nursery effectively lead their team, are enthusiastic, motivated and aspire to continually enhance the care provided. Their excellent understanding of the welfare, learning and development requirements enables them to effectively lead their team and support the ongoing implementation of new ideas and experiences for children. They share their vision with staff, which means they all work together as a cohesive team. The management are well-qualified and experienced, which means that they have an in-depth understanding of their responsibilities in meeting requirements. An effective system is in place for the ongoing monitoring of practice, including seeking the views and comments of parents to ensure the nursery continually evolves and improves. This enables clear aims, objectives and targets to be identified and action taken to implement changes which have a positive impact on children and families. Professional development of all staff

is a high priority and excellently supported through regular supervisions, appraisals and peer observations. All staff are committed to providing high quality care and interesting and challenging opportunities for children to learn and progress.

Staff work cohesively with other professionals to maintain strong levels of communication and continuity of care that effectively promotes children's learning, development and welfare. Excellent partnerships with parents are nurtured as staff understand the benefits of working closely with them to ensure children's individual needs are continually known and met. Parents speak highly of the nursery and staff, stating that staff work hard to keep them informed and involved in the care of their child, and strive to provide exciting opportunities through play to extend their learning. As a result, children are happy, supported extremely well and eager to come to nursery. Systems for self-evaluation highlight the nursery's strengths and areas for development and parents are kept informed of the importance and value placed on their comments and action taken to continually develop and enhance the care provided.

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
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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	EY450525
Local authority	Northamptonshire
Inspection number	889337
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	67
Name of provider	Bambino Ltd
Date of previous inspection	not applicable
Telephone number	01933 276795

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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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