

# Nene Valley Day Nursery

Cliftonville, NORTHAMPTON, Northamptonshire, NN1 5HL

<b>Inspection date</b>	17/04/2013
Previous inspection date	04/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children's learning is promoted excellently by an enthusiastic, motivated and highly qualified team of staff who understand the importance of working with children's interests. They consistently provide an exceptional variety of interesting and challenging activities that promote children's learning through play.
- The vibrant, bright, welcoming environment helps children to feel settled and secure. Children form excellent relationships through the highly effective key person system that is firmly embedded in practice. As a result, their needs are consistently met.
- Organisation within the nursery is superb. Staff complete comprehensive observations of children, which are reflected in the planning to meet the individual needs of every child. This ensures that every child makes excellent progress in their learning and development taking account of their starting points.
- Robust systems are in place to monitor practice and ensure children are stimulated and challenged in all areas of their learning and development. Management and staff place an extremely high emphasis on providing an exceptional service for both children and their families.

## 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 spent time with the manager and deputy of the provision and spoke to staff 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 staff working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

Nene Valley Nursery was registered in 1998 on the Early Years Register and compulsory and voluntary parts of the Childcare Register, and is privately owned. It operates from a purpose-built unit situated in the grounds of Northampton General Hospital, in Cliftonville. Children have use of four main group rooms and all have a garden directly adjacent.

The nursery is open from 7am until 6.30pm, all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The nursery provides funded early education for 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.

The nursery employs 32 staff. Of these, two hold Qualified Teacher Status, one has Early Years Professional Status, 17 hold appropriate early years qualifications at level 3, four hold qualifications at level 2 and two are working towards a qualification at level 3. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- build on children's knowledge of their community, for example, by visiting different parts of their community and exploring the people that make up their community.

## Inspection judgements

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

Staff have high aspirations for all children and spend time seeking information from their parents about what their child can do before they start at the nursery. This information is used alongside their own initial observations of each child to plan effectively for their individual learning needs. Photographs are used effectively to illustrate the activities children enjoy. Staff support children extremely well and reflect on what they do, to promote highly effective learning. Parents are actively involved in their child's learning and contribute to their child's assessment, sharing what they have observed their child involved in at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning.

All staff have a very secure understanding of how children learn and the quality of

teaching is excellent. They provide challenge for the children, while ensuring they are successful in their activities which help children to feel motivated. Staff talk to children, asking questions that encourage their thinking and extend their language. For example, as children make kites, staff ask what they need to make their kites, would they work if it wasn't windy and then look at why they do not fly. This actively encourages children to problem solve, as they identify that when they try to fly the kites the wind has stopped blowing so they need to wait until it starts again. This enables children to become confident communicators. They consistently compound their understanding of numbers through a wide variety of activities, such as cooking. They weigh and measure the ingredients using the correct scales and equipment, incorporate simple addition as they add various ingredients and look at the changes to the mixture as they stir them all together. Younger children count during action songs and rhymes and numbers are displayed throughout the nursery.

Children happily move around to investigate the superb activities because staff encourage them to try for themselves. For example, children develop their skills when using technology through the use of resources, such as the interactive white board. They very confidently move through the various programmes and games and additional resources, such as a magnifying glass, enable them to explore in greater detail. Consequently, children are gaining the key skills they need to a very high level, in preparation for the next step in their learning.

Staff demonstrate an excellent understanding of the prime and specific areas of learning and plan activities that challenge, excite and encourage children's participation. Comprehensive observations reflect the enjoyment and learning of each child, and are used to plan activities that encompass their interests. Children play an active part in planning and staff place great emphasis on the interests and discussions that evolve during activities, recording them and looking at effective ways of incorporating them into the curriculum. For example, a child shows great delight when he finds an ant, places it in a magnifying block, observes what it looks like and how it moves, then shares his excitement with his key person. She adds this to the large planning sheet to be explored in more detail and included in future planning. Managers within the nursery are vigilant with regard to the learning and development of the children and use their time effectively to chat with staff and monitor the educational programme and activities being provided. This enables them to ensure that staff provide the highest quality learning opportunities that successfully challenge children's learning. As a result, children make rapid progress towards the early learning goals.

Detailed information compiled by staff accurately summarising the learning and development of two year olds is shared with parents and includes their comments. This enables staff to confidently identify when early intervention may be needed to ensure that children receive the appropriate support. A superb range of resources encourage children to develop a clear understanding of the diverse society in which they live. Photographs of babies, children and their families are freely available in family books and nursery books, enabling them to see pictures of the special people in their lives and talk about family members and pets. This not only encourages them to learn about themselves but also helps them feel secure and settled. Older children skilfully recall past events in their lives as they talk about the photographs displayed around the rooms. This actively encourages

children to recognise and talk about the similarities and differences they observe between themselves and their friends.

Babies receive excellent one-to-one care each day by a team of staff who understand the importance of physical reassurance and positive facial and visual signs that enable babies to feel valued and loved. They sit on the floor close to them to provide support, reassurance, cuddles and affection in abundance. Babies continually learn about their environment indoors and outdoors as staff support them as they explore. They develop their independence as they move around and respond positively to their babbling and early communication skills. Furniture around the room encourages them to pull themselves to standing on the low-level furniture. Equipment, such as a 'hop and bop' enable them to safely strengthen their balance and control while supporting their legs. Staff provide lots of praise and encouragement to them through happy facial expressions and clapping to show their delight at each child's achievements.

Children actively explore the living world and learn to care for the large African snails within the nursery. They are continually reminded of safety as they cut pieces of salad and fruit for them and eagerly watch as they eat them. Staff continually encourage children's creativity as they complete observational paintings of pots of flowers and other items they have seen. There is an explosion of colour as they use their imagination with paints, crayons and chalks. They explore art in many ways including visits to an art gallery, observing creations and talking about patterns, shapes and colours they have seen. Staff are thrilled at the enjoyment shown by the children during their visits to places of interest and feel this is an excellent way of developing their knowledge of the world around them. They are now looking at incorporating more opportunities for children to learn about their community and extend their understanding of the people within it, and the role they play, through outings in the surrounding areas.

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

Children are happy, relaxed and confident and develop very high levels of self-esteem through the acknowledgement of their achievements and the praise and encouragement they receive. Staff value their contribution to planning and clearly enjoy listening to their comments and ideas. Behaviour is excellent as children consistently learn about sharing, taking turns and being kind to their friends. Golden rules reinforce the importance placed on valuing each other and, as children become more confident, they learn to resolve minor squabbles and disagreements with the support of staff.

Children's independence is nurtured excellently as they become confident in managing their personal care. Mealtimes are an excellent social occasion for all children and they enjoy a wide variety of healthy, nutritious, freshly prepared meals and snacks each day. Staff are proactive in ensuring they are fully aware of individual dietary needs, allergies and preferences. Robust routines are in place within the kitchen to ensure there are no opportunities for children to come into contact with foods that are unsuitable for them. For example, alternatives are provided for vegetarians and foods are separately prepared to prevent cross-contamination, thereby, protecting children at all times. Babies receive lots of encouragement and praise for their emerging self-help skills and staff talk to them

about the foods they are given. Older children are actively involved in setting the tables and organising the cutlery and cups. They accurately find their own placemats, identify their own names or photographs and place them on the back of their chairs before sitting down to eat. Staff support them as needed as they serve their own foods and join in their discussions about their own dietary needs and choices. The learning environment is extremely well-organised so children can select their toys from labelled boxes. A successful free-flow system in all rooms enables children to decide when they would like to continue their learning outdoors. Each room has their own garden directly off their play rooms. Resources are interesting, provide excellent challenge and children maintain a high level of fun while they learn.

Children benefit from thorough settling-in procedures, which are based around their individual needs. This successfully supports them in the transition between home and nursery. Children and babies develop a secure sense of belonging through the excellent relationships they form with their key person. Time spent with parents discussing their child's needs and routines has a positive impact on the children as they see the excellent partnerships developing between staff and their parents which compounds their feeling of trust. Purposeful handover systems within the nursery ensure children are introduced to their new key person and spend time visiting their new room, enabling them to establish close relationships and become familiar with the changing routines. Babies' emotional development is promoted extremely well as staff recognise the signs of tiredness, hunger and upset and give cuddles and reassurance, which ensures their emotional needs are continually met.

Staff demonstrate a superb understanding of the individual needs and interests of the children which include any additional or medical needs. Robust systems are in place to monitor minor accidents to see if there are any emerging issues with regard to safety, and medication is administered by managers, witnessed and clearly recorded. Staff maintain excellent communication with parents who countersign all medical records at the end of the day.

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

The designated people responsible for safeguarding within the nursery demonstrate an excellent understanding of their role in meeting the safeguarding and welfare requirements so that children remain safe. Staff's knowledge of the safeguarding children procedures are also to a very high standard and training is paramount in maintaining a high level of understanding. Robust recruitment systems are in place to ensure all adults are suitable to be in the proximity of children and a thorough induction procedure enables all new staff to develop an accurate understanding of their roles and responsibilities within the nursery. Comprehensive written risk assessments reflect the vigilance of staff with regard to safety within the nursery and when out. Excellent deployment of staff ensures children are consistently supervised and, therefore, remain safe at all times.

Leadership within the nursery is superb and they continually strive for excellence, with innovative ideas for the ongoing development of the service provided. They actively seek

the views, opinions and ideas of the staff. As a result, staff morale is high and they all strive to provide exemplary care and work cohesively as a team. Managers' extensive understanding of the learning and development requirements is cascaded to their staff team through discussion, sharing ideas and the effective monitoring of practice. This ensures the nursery continually evolves and improves and children's individual needs are consistently met. Staff's professional development is supported excellently through the efficient use of supervision and appraisals. Staff continually strive for perfection in the care provided to ensure all children enjoy stimulating, innovative and exciting activities that continually challenge and enhance their learning.

Excellent partnerships with other early years professionals are embedded in practice which ensures children's learning, development and welfare needs are successfully met. Through these partnerships, children's needs are identified and appropriate support and involvement enables them to make excellent progress. Relationships with parents are secure as staff place high value on their involvement from the very start of their child's placement through their understanding of the benefits to the child in ensuring their needs are met. Parents speak very highly of the nursery and staff, explaining they feel very supported and involved in their child's learning and development, which has a very positive impact on their children. Robust systems for self-evaluation highlight the nursery's strengths and identify their priorities for improvement. The nursery have identified that they feel it is important for the children to become more familiar with their wider community, spending time becoming familiar with the people and places within it, which ultimately extends children's learning of the wider world around them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	219904
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	908202
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	101
<b>Number of children on roll</b>	172
<b>Name of provider</b>	Child Base Limited
<b>Date of previous inspection</b>	04/11/2009
<b>Telephone number</b>	01604 628444

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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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Piccadilly Gate  
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