

North View Day Nursery

2 North Road, Glossop, Derbyshire, SK13 7AS

Inspection date

24/04/2013

Previous inspection date

17/06/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- Through planned and spontaneous activities and the positive engagement of staff in children's play, children are able to be creative and think critically. This contributes to them developing effective communication and language skills.
- Policies and procedures to promote children's health, safety and welfare are in place and effectively implemented.
- Staff have suitable knowledge and understanding of the Early Years Foundation Stage. They use this to ensure children's individual next steps are included in the planning of further activities. This ensures all children make satisfactory progress in their learning and development.

It is not yet good because

- Older children have few opportunities to fully develop their independence. They do not use appropriate tools to eat their lunch and are not encouraged to serve themselves or pour their own drinks especially at lunch time.
- Risk assessments do not identify the health risks associated with transporting uncovered food from the kitchen.
- The deployment of staff and organisation of the premises, specifically in the younger toddler area, is not effective in meeting children's needs and ensuring their safety at all times.

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 staff practice throughout the nursery.
- A selection of documents, children's development records and planning of activities were seen by the inspector.
- Discussions were held with the manager, staff and children throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

North View Day Nursery opened in 1996. It operates from a detached house in the centre of Glossop and serves the local community. There is level access to the building and a staircase leads to playrooms on the first floor. There are two enclosed outdoor play areas.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide full day care for a maximum of 70 children under eight years. The nursery also provides before and after school care for children over eight years. There are currently 102 children on roll and of these, 72 are in the early years age group. The nursery is open Monday to Friday all year round from 7.30am to 6pm and children attend for a variety of sessions.

There are 10 members of staff who are employed to work directly with the children, with a further two staff to cover holidays and illness. All staff hold relevant childcare qualifications at level 3. The setting 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:

- develop older children's independence by providing opportunities for them to do more things for themselves, with specific regard to enabling them to serve out their own lunches, pour their own drinks and providing them with appropriate tools to eat their meals
- ensure the health and safety policy and risk assessments clearly identify procedures for the safe transportation of food from the kitchen with specific regard to food being covered during transportation
- organise the use of the premises and the deployment of staff more effectively in ways that meet the needs of the children and ensure their safety.

Inspection judgements

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage. Regular observations are made of children's learning and development which staff use to plan and provide a suitable range of activities that they know children are interested in. Development records for all children are regularly updated and include identified next

steps. This ensures children make satisfactory progress in their learning. Information is gathered from parents when children start attending which provides staff with a baseline for babies' and children's learning. Staff complete progress checks at age two and summaries of children's progress in the three prime areas are completed and shared with parents. This enables staff and parents to understand each child's needs and to plan further activities to enhance their development. Children in the pre-school room are making good progress in the specific areas of learning and this ensures that they are prepared well for school. For example, they use number names, can recognise numbers and can count to 20 with ease. They engage in outdoor activities helping to develop their understanding of the world as they participate in activities, such as digging and gardening, planting and nurturing a range of plants and vegetables and as they hunt for bugs under the logs. Their creative and imaginative skills are developing well. They participate in singing and rhymes and through circle times they speak confidently to the group and take turns listening to others, developing their communication skills. They self-select from a good range of age-appropriate toys and resources and take turns. For example, when waiting to use the computer they help each other following a task, such as finding and matching objects. Outdoors, children have access to a range of equipment and resources that promotes their physical development. They manoeuvre wheeled vehicles with ease and control, play throwing and catching games with balls and use large equipment, such as a climbing frame for climbing and balancing.

Staff engage well with the babies. They sit with them on the floor, talking to them. For example, they show them how the interactive toys work, pressing buttons and turning knobs and they encourage the babies to copy them. The babies engage in and enjoy a good range of craft and creative activities as they investigate different textures such as shaving foam, paints and glue. They enjoy looking at picture and tactile books with staff who name characters in the pictures and encourage the babies to feel the different textures in the books. Children in the toddler room enjoy the company of the staff caring for them as they engage with them in their play. For example in imaginative play they 'make cups of tea' and 'cook' in the home corner, draw pictures and paint using a variety of tools, such as cotton bobbins and plastic shapes for printing. Children have access to scissors, brushes and cutters which they use in craft activities, such as play dough and through construction activities such as fix together building bricks they are further developing their physical skills. All children have access to a good range of books which they can freely access to look at individually or as a group. The environment has words and pictures displayed which enables children to learn that print carries meaning. Welcome words in other languages and a variety of dressing-up clothes for role play, helps children develop a sense of the wider world.

Staff have formed firm partnerships with parents. They gather initial information when babies and children start attending, about their routines, likes and dislikes. This helps staff to settle babies and children into the nursery. Parents and staff exchange information on a daily basis around babies' and children's welfare, such as sleep times, food intake and nappy changes. Key persons share information with parents on how they can further support their children at home and they meet termly with parents to discuss children's progress and development. Children's development records are available for parents to access at any time they wish to.

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

Throughout the nursery babies and children are happy and settled. They confidently greet and welcome visitors and have formed secure attachments with the staff. Children are offered lots of praise and recognition for their efforts and achievements and staff are attentive to them as they listen to their requests and ideas. Children make regular visits out into the community as they take walks into the local area and visit the shops. Safety within the provision is monitored well. Children are unable to leave the nursery unattended and the secure entrance prevents anyone entering without the knowledge of staff. Children are well behaved and staff act as good role models for the children.

An on-site cook prepares and cooks a range of healthy balanced meals and snacks. Meal times are sociable with staff and children sitting together to eat. However, staff do not provide consistent opportunities for children to practise skills in the use of tools effectively and safely, by enabling them to use appropriate cutlery to eat their lunch. Older, more able children are not encouraged to fully develop their independence through serving themselves food or pouring their own drinks, especially at lunch time. Children are aware of their own personal hygiene as they know and follow routines for hand washing before eating and after using the toilet. Children have daily opportunities to enjoy fresh air and exercise.

Transitions throughout the nursery are sound. Babies and toddlers spend time with their key person who accompanies them on visits to the room they move on to. Key persons share knowledge of children's individual development and progress with staff in the next area. They spend time building up the visits to ensure their transitions are smooth and that attachments between the child, new key person and parents are made. Transitions into education for the older children are supported well. Staff liaise with teachers of local schools where children move on to, sharing what they know about the children and inviting teachers into the nursery to meet the children and for them to observe them in a familiar setting.

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

Policies and procedures for the safe and efficient management of the nursery are in place and regularly reviewed and updated. Staff are asked to read and sign to acknowledge their understanding of all policies including the detailed safeguarding policy. All staff have attended relevant safeguarding training and have a sound awareness of the Local Safeguarding Children Board procedures. They know how and who to report any concerns they may have with regard to children's welfare. Recent changes to the safeguarding policy include a procedure to be followed by all staff with regard to ensuring they do not have personal belongings in the room where they work and that mobile phones are not allowed to be used whilst they are on duty. This further assures children's safety.

This inspection was prioritised by Ofsted following the receipt of concerns about food hygiene procedures. Risk assessments for the premises and equipment are undertaken by management and staff to ensure any hazards are identified and minimised. However, risk

assessments with regard to the transportation of food from the kitchen are not fully effective as the food is transported uncovered which poses health risks. Staff are generally deployed well and staff to child ratios are maintained at all times. However, the younger toddlers are cared for by one staff member who works alone in a room which is situated quite a way from the rest of the nursery. Therefore this raises issues around the effective use of the premises.

Management are proactive in monitoring staff performance. They conduct annual appraisals for each staff member and have recently introduced more regular supervision. This enables staff and management to more effectively monitor areas for further development. All staff are included in the nursery's self-evaluation process and questionnaires provided for parents enable their views to be used as part of the self-evaluation process. Partnerships with other providers have been formed and information is shared to ensure children's individual needs are effectively met.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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|------------------------------------|--------------------------|
| Unique reference number | 206285 |
| Local authority | Derbyshire |
| Inspection number | 916148 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 70 |
| Number of children on roll | 102 |
| Name of provider | Debbie Gough |
| Date of previous inspection | 17/06/2011 |
| Telephone number | 01457 857857 |

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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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