

Holbourn House Day Nursery

Holbourn House Day Nursery, The Old School, Dodford, NORTHAMPTON, Northamptonshire, NN7 4SX

Inspection date	17/06/2013
Previous inspection date	01/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the nursery. They develop positive attitudes to learning and willingly participate in a range of challenging and enjoyable learning experiences throughout the day.
- Children are well-cared for in this nurturing and supportive environment. They are respected as individuals, treated with kindness and their emotional security is given high priority.
- Children's communication and language development is given high priority. Staff continually talk to the children and engage them in a range of activities to develop and extend their vocabulary.
- Management and staff fully understand how to promote the health and safety of the children in their care. Safeguarding procedures are secure and security within the nursery is a priority.

It is not yet outstanding because

- Arrangements for supporting children's play at the start of the day occasionally prevents some older children from benefitting from the full attention of adults.
- There is scope to further enhance and maximise on outdoor play by extending opportunities for children to be creative, explore and investigate.

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.

Inspection activities

- The inspector observed the nursery room, kitchen and outdoor play area.
- The inspector spoke to the manager, deputy, staff and children.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Holbourn House Day Nursery was registered by the current owners in 1990 and is on the Early Years Register. It operates from the old school in the village of Dodford, Northamptonshire. Children have access to one main room and there is a fully enclosed outdoor play area. The nursery serves the local area and beyond and is accessible to all children.

The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. Children attend for 48 weeks of the year. There are currently 43 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 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:

- review and reflect on the organisation at the start of the day, to ensure all children continue to be as highly engaged and motivated as at all other times
- enhance outdoor learning by, for example, developing more opportunities for the children to explore, investigate and use props as part of their imaginary play.

Inspection judgements

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

Staff successfully create an atmosphere that is positive, encouraging and conducive to learning. They promote all areas of the children's learning and development through a good balance of child-led play and planned activities. For example, children weigh and measure ingredients during baking activities and develop their hand-to-eye coordination as they catch fish during the magnetic fishing game. In addition, children learn how to operate programmable toys, such as the 'bee bots' bumble bees, and complete simple programmes on the computer. Good assessment and planning systems are in place to ensure that staff can identify children's interests, what they need to learn next or where they may need additional support. Staff monitor and track the children's progress over

time in all areas of their learning and development. They effectively complete the Early Years Foundation Stage progress check for children aged two.

Parents are valued as active contributors to their child's learning and development. A range of information is gathered at the start of the placement about the children's achievements and development. Staff subsequently use this information to aid the settling-in and initial assessment process. Communication throughout the nursery is good. Parents are able to access their child's development record on a secure computer site and a verbal exchange of information takes place at every session. They are invited to 'stay and play' sessions and informative open evening events that provide opportunities for parents to learn for themselves what benefits children gain from activities, such as parachute and sensory box games. Further opportunities for parents to become involved in their children's learning are provided through opportunities to take home 'travelling ted' and borrowing books to share with their children.

Children are active learners and develop the skills needed to help in the next steps in their learning, including school were appropriate. Staff work sensitively with each child and skilfully question and build on their existing skills and knowledge. This effectively provokes their thinking and extends their learning further. For example, while participating in painting activities children are encouraged to talk about their picture and to experiment and observe what happens when different colours are mixed together. In addition, older children are actively encouraged to write their name on their painting and to link sounds to letters, which effectively supports their literacy development. Staff encourage children to count objects on the interactive wipe board and introduce language, such as, empty and full, as they carefully use the ladle to pour water into the bowls. Children concentrate as they play the 'dinosaur' shape game with a member of staff, who skilfully includes every child in the game, ensuring that each child is benefiting from the activity. They learn to name and match shapes, take turns and be aware of the rules of the game. However, occasionally children's continuing enjoyment of the activities provided is not as effectively sustained as at all other times. This is because at the start of the morning session staff are busy using specific activities to support and help younger children settle, and do not always fully include the older children in this. As a result, some older children do not consistently gain full benefit from their learning during this period.

Friendships are appropriately fostered. For example, young children extend and elaborate play ideas together during role-play activities in the space centre and dress-up as pirates and pretend to search for treasure in the sand. Children develop good communication skills and chat happily both to one another and to adults. This is further enhanced during 'small group' time. For example, older children concentrate and listen to the story because the quality of the teaching fully engages their attention. This is because staff use appropriate props, such as, puppets and skilfully change the tone of their voice to represent the different characters. As a result, children become active participants in the story. They make different animal sounds and enthusiastically repeat familiar phrases, such as 'run, run as fast as you can, you can't catch me I'm a gingerbread man'. In addition, staff working with the younger children successfully use the 'singing basket' to encourage them to listen, take turns and to develop their ongoing language skills. For example, children choose an object from the basket and are asked to think of a rhyme that is associated to the object. Children are eager to respond and proceed to sing rhymes, such

as 'Hop little bunny' and 'Miss Polly had a dolly'. Staff readily praise children for their efforts and achievements and, as a result, children smile and are keen to sing the next song.

Staff provide a good range of first-hand experiences, which enables the children to develop their understanding of the natural environment and wider world. For example, children use tools, such as, spades to plant strawberries and potatoes in the outdoor allotment. In addition, children thoroughly enjoy taking part in community events, such as 'The Dragon Boat' festival. Children dress-up, parade through the village and launch their hand-made boats in the stream. Since the last inspection, management has worked hard to develop the outdoor area as a learning environment. For example, children develop their physical skills as they manoeuvre the wheeled toys and put on their high visibility jackets in the builder's yard before painting the castle with coloured water. However, staff do not always actively encourage the children to explore and investigate other areas in the outdoor environment by making sure they have consistent access to the sandpit and allotment area. Furthermore, additional props are not provided to encourage children's role play in the wooden boat and castle. As a result, learning opportunities are not always fully optimised.

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

All children are warmly welcomed and fully included in the life of the provision. Their emotional security is given high priority. Children are well-cared for in this nurturing and supportive environment; they are respected as individuals and treated with kindness. An effective key person operates in the nursery. This helps children form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Consequently, children form secure attachments and display a sense of security. For example, children seek reassurance if they become hurt or upset and naturally include the staff in their play and discussions. Parents' views about their child's care needs are sought at the start of the placement. For example, information is obtained to ensure any medical needs are known and accurately met. This helps to ensure continuous and consistent care for the children and aids the successful transition from the children's home into the provision's care. Older children make successful transitions to other childcare provisions because staff establish links with future teachers. For example, teachers are invited to the nursery and staff complete transition documents which provides information about the children's learning and development achievements during their time with them.

Children are cared for in a safe and welcoming environment where they are able to access resources and activities for themselves. In addition, the learning environment is enhanced because staff create imaginative role play areas and display informative posters, photographs of the children and evidence of their work. Ongoing risk assessments ensure that any potential hazards are identified and minimised, and staff develop children's awareness of safety and how to stay safe. For example, children learn appropriate road safety and how to stay safe while climbing the tree in the nursery garden. Staff act as positive role models and have high expectations for good behaviour and appropriate

manners. From a young age children are actively encouraged to play harmoniously together, to share and take turns. Children are praised for their efforts and achievements. As a result, children gain a sense of self-esteem because they know that they are appreciated.

Children's health and well-being is promoted well. Systems are in place to inform staff of any health or dietary issues the children may have and records are kept of any accidents or any medicines administered. All children are encouraged to develop good hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimize the risk of cross infection. In addition, staff help the children to clean their teeth after dinner. Children are encouraged to complete self-care tasks for themselves. For example, children help to tidy away the resources and carefully stack their beaker and plate on the tray after snack. This successfully supports children's developing independence. Healthy eating is activity promoted. Mealtimes are social occasions; children sit together in small groups with a member of staff. They learn how to use utensils correctly and to wait until everyone has finished before leaving the table. Children have regular access to the outdoors for fresh air and exercise and are encouraged to be active and energetic. For example, children walk in the countryside, go sledging in the snow and develop their physical skills as they balance on the stills and kick footballs. In addition, staff successfully use music and movement sessions to encourage children to move their limbs in a variety of ways. For example, children swing their arms and march like soldiers as they sing 'The Grand Old Duke of York and make their bodies into a tea pot shapes as they enthusiastically sing 'I'm a little tea pot'.

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

The management team works hard to provide a good quality care and early education that reflects the needs, aptitudes and interests of the children and helps them to make good progress towards the early learning goals. They demonstrate a commitment to the continual development of the whole nursery. Systems are in place to monitor the overall quality of the provision, including the educational programmes. This includes additional support and advice from the local authority development worker. Management monitors staff performance, appraisals are completed and staff development is actively encouraged. Management is supportive of all staff and encourages them to reach their full potential and to take on additional responsibilities within the nursery to develop their self-esteem. In addition, self-evaluation is used to highlight strengths and areas for improvement. For example, management plans to further develop and extend the provision for children aged two. The recommendations raised at the last inspection have been met, which demonstrates the nursery's commitment to continuing improvement.

The management team regularly reviews all paperwork and procedures to ensure that the requirements of the Statutory Framework for the Early Years Foundation Stage are met. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. For example, all staff are checked before being

employed, which ensures they are suitable to work with children. Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of, know when and from whom to seek advice. Staff supervise the children well and carry out daily risk assessments of all aspects of the nursery. The premises are secure, the arrival and departure of children is closely monitored and staff always accompany the children as they walk to the outdoor play area. As a result, potential dangers to children are minimised.

Good partnerships with parents ensure that children's care is consistent and their development is promoted. Parents are happy with the nursery and comments received are positive. They say that children are 'very engaged and that everyone is included' and that the environment is 'very geared to exploration; which is guided by the staff, it is not rigid, it's very homely'. In addition, parents become involved in fund raising and charity events. Staff are alert to the early signs that some children may need additional support. They respond quickly and appropriately, involving other agencies as necessary. As a result, children with special educational needs and/or disabilities receive targeted support and make good progress in this fully inclusive nursery. Partnerships with other providers who deliver the Statutory Framework for the Early Years Foundation Stage have been effectively established. For example, information about the children's care and learning needs is exchanged in order to provide continuity in the children's ongoing learning and development.

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	220246
Local authority	Northamptonshire
Inspection number	871272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	43
Name of provider	Bernadette Martin and Clifford Martin Partnership
Date of previous inspection	01/06/2010
Telephone number	01327 340760

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Type of provision

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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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