

Favours Day Nursery Ltd

Favours Day Nursery, Boughton Fair Lane, Moulton, NORTHAMPTON, NN3 7RT

Inspection date	25/07/2013
Previous inspection date	25/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff use their knowledge and skills to ensure that children are challenged effectively, and consequently children make good progress.
- The partnerships with parents are strong. Information provided by parents enables staff to clearly identify starting points for learning and parents' views are highly valued.
- Steps taken to promote children's good health are robust. Children's safety is addressed well because staff identify and successfully minimise potential risks.
- Children's social development and emotional security are addressed well by staff. Consequently, children are happy, confident learners.
- Children's communication and language development is promoted well by staff. When talking with children, staff ask open-ended questions, encourage them to think and give children plenty of time to respond.

It is not yet outstanding because

- The sensory exploration of babies is not consistently maximised because at times they cannot always access a full variety of media and materials.
- Children's ability to make independent choices in their play is not fully maximised. This is because they are not always able to choose where they wish to play, and the full range of activities, resources and equipment is not always accessible to them.

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 activities in playrooms and in the outdoor learning environment.
- The inspector held meetings with the provider and manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the manager.
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.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Favours Day Nursery Ltd is an established childcare setting which re-registered in 2010 when it became a limited company. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is situated on the outskirts of Moulton in Northamptonshire. It operates from a single-storey building and entrance is at ground level. There are three enclosed outdoor play areas. The setting is open Monday to Friday from 7.30am until 6.30pm, all year round except for public holidays. The setting offers a playscheme during school holidays and a club after school during term time.

There are currently 85 children in the early years age group on roll. The provider offers 26 places at any one time to school-aged children and there are currently 97 on roll. The nursery supports children with special educational needs and/or disabilities and provides funded early education for two-, three- and four-year-old children.

The nursery employs 16 full and part-time staff to work with the children. Of these, 14 hold early years qualifications at a minimum of level 3 and one holds a playwork qualification at level 3. A staff member qualified at level 6 in early years holds Early Years Professional status and another staff member is working towards Early Years Professional status. The nursery holds National Day Nurseries Association membership.

What the setting needs to do to improve further

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

- enhance the play environment for babies, and increase their opportunities to explore their senses, by ensuring that they are able to access a wider range of media and materials at any one time

- enhance children's independence and decision making by ensuring that the full variety of activities and resources is more easily accessible to them, and that use of indoor and outdoor play space is more flexible.

Inspection judgements

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

Staff ensure that children are supported effectively to acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Children are making good progress. During each child's induction, key persons obtain information from parents on what their child already knows and can do, and they use this effectively to inform initial planning for learning. Staff ensure that they continually work well in partnership with parents so that children are challenged effectively to reach the next steps in their learning. They support children well so that they develop skills in readiness for nursery class and school. Staff provide parents with the required progress check at age two when necessary.

Children's personal, social and emotional development is given a high priority by staff. Children are settled and happy. Staff continually promote children's language development well because they engage in conversation with children, ask open-ended questions and encourage children to think before responding. Staff adapt their interactions and follow guidance from other professionals to ensure children with special educational needs and/or disabilities receive consistent support in their language development. Babies and young children express themselves through expression and their language is developing well. Staff offer good support as they repeat single words that babies begin to say. A full range of books, and natural resources, such as wooden objects, paint, sand and dough are provided for babies. However, the choice of resources accessible to them at any one time is not maximised and so their sensory development is not always promoted by staff with full effect.

Children's mathematical development is promoted well by staff. Pre-school children are supported effectively in using their mathematical knowledge while they help to set the table for lunch. They count how many are able to sit around each table and then set the corresponding number of plates and cutlery. Children serve their own meal and they are asked to serve themselves with two potatoes. The atmosphere is relaxed and happy and staff joke with children about serving themselves too many. Children demonstrate good skills with use of knives and forks. They chat to each other as they enjoy their meal. There is plenty of food and children confidently ask for more. Children aged two years learn to count with one-to-one correspondence as they build towers with bricks. Staff promote their learning well because they encourage children to compare the different heights. Cooking is a favourite activity and children help to weigh ingredients and use language such as 'more' and 'less'. Some two-year-olds are able to recognise some numerals on the scales, especially their own age and the age that they will be on their next birthday. Children explore the different textures of the ingredients they use, and observe the change as the ingredients are mixed. They develop physical skills as they use tools to stir and they learn to take turns. Babies gain an awareness of shape and size, and develop manipulative skills because they play with resources such as inset jigsaw puzzles, shape sorters and stacking toys.

Children make marks with their fingers and with small toy cars in sand, dough and paint. They develop skills with use of brushes, chalks and crayons. Pencil control is developing well and children are encouraged to enjoy writing for different purposes, for example, while they play in the role play travel agent's office. Some two-year-old children are beginning to draw recognisable pictures and they talk about their drawings. Older children are able to write their own names and they are learning letter sounds. Younger children begin to pretend. For example, they look for worms in the recently created outdoor 'mud

pit'. Some children talk about making dinner and others hunt for worms. They are excited and say that they have found 'wiggly worms'. Staff offer good support as they ask how worms move, and children wiggle their bodies as they pretend to be worms.

Indoor play space for children aged two to three years is partitioned into different types of play activities, and access to their outdoor area is from one of these areas. Activities, toys and equipment are varied and stimulating, although the group of children is divided into two and therefore all play space is not available to all children at all times. Consequently, children's independence with regard to opportunities to choose are not maximised. For example, if they are part of the group playing for a period of time with home corner equipment and books, they are not able at that time to access art and craft resources. Pre-school children enjoy access to a good variety of activities at all times, in the playroom and in a small covered outdoor area adjacent to their room. However, their independence is not maximised because they are not always able to move freely between these areas and the adjacent garden where there is large physical play equipment.

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

Children are settled and happy as they develop a secure attachment with their key person. Children's emotional security addressed effectively from the start because they are supported well in the transition from home to the nursery. Transitions within the nursery are well organised and children are prepared well for their transition into other early years settings and reception class in school. For example, arrangements are made for reception class teachers to visit children in the nursery in order to aid transition and ensure coherence of learning. Children behave well, share and take turns. Staff are good role models and positive reinforcement is the major strategy for managing behaviour in order to promote children's self-esteem. Independence is promoted generally well by staff. Children manage their own self-care needs and they can choose and select resources from low-level storage units. Resources are safe and meet children's learning and development needs well.

The nursery environment is safe, warm and welcoming. Admission information obtained from parents is thorough with regard to each child's individual care needs, and each child's needs are well met. Information on good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected well by staff. Meals are varied, healthy and nutritious. Staff put their food hygiene knowledge into practice effectively in order to protect children's good health. Children practise physical skills in their outdoor play areas, and large equipment is challenging for children at their different stages of development. All children spend some time being physically active outside each day. Children's welfare is addressed effectively because staff successfully identify and minimise potential risks. Children learn how to keep themselves safe. For example, they learn how to cross the road safely and they practise the fire drill.

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

Staff ensure that measures in place to promote children's health and safety are robust. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Staff are clear of their responsibilities to protect children from abuse. This inspection was brought forward by Ofsted. This is because of concerns raised and investigated by Ofsted with regard to staff suitability procedures, safeguarding policy and procedures, and risk assessment with regard to the use of alcohol based disinfectant hand wash with children. All actions raised following Ofsted's investigation have been addressed well. The provider and manager make sure that all staff are aware of their responsibilities to keep children safe. Potential hazards have been identified and addressed, and are included in a thorough risk assessment record. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are comprehensive in order to safeguard children. Staff and parents are aware of a clear safeguarding procedure that includes all required information. Contact information for the Northamptonshire Safeguarding Children Board is clearly displayed. The provider and manager ensure that their own and staff members' child protection knowledge is kept up to date.

Regular quality checks and self-assessment, lead to clear identification of targets for further improvement. The provider, manager and staff members use their experience and skills to ensure that the educational programmes are monitored effectively. Consequently, children are challenged effectively and make good progress. The Ofsted self-evaluation form has been completed and in order to aid the review of practice, the provider and manager recently attended 'Striving for Quality' training. The outcome of this is that connections have been made with other nurseries so that good practice ideas can be shared. Advice and support are welcomed from local authority development workers. Resources available to children have been chosen for their quality and durability as well as to meet the developmental needs of the children attending. Documentation required for the safe and efficient management of the nursery, and to ensure that the needs of all children are met, are well maintained and implemented.

The partnership with parents is very good. Staff are fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is thorough and includes a full range of policies that successfully reflect the ethos of the nursery. Feedback from parents on the service provided is obtained through the implementation of a questionnaire, and is used to review and improve practice. Parents share very complimentary comments about the provision. Links with other early years providers ensures continuity of care and learning. The nursery works closely with other professionals, such as speech and language therapists to ensure consistency of approach to supporting children with special educational needs and/or disability.

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
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	EY417169
Local authority	Northamptonshire
Inspection number	924375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	182
Name of provider	Favours Day Nursery Ltd
Date of previous inspection	25/09/2012
Telephone number	01604645131

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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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