

# Northlands Park Neighbourhood Nursery

Northland Parks Children's Centre, Davenants, BASILDON, Essex, SS13 1QX

<b>Inspection date</b>	31/07/2013
Previous inspection date	27/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	1
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

- An effective key person system helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe.
- Children make good progress during the time they spend at the nursery. This is because staff have very good awareness of individual needs and precise assessment and planning is in place for all children.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

### It is not yet outstanding because

- The staff are not currently making the best of the outdoor area to encourage children to explore the growth of living things and learn more about the food chain.
- Opportunities for children to explore and use technology within everyday play have not been fully embraced.

## 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 the indoor and outdoor learning environments; this included a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.  
The inspector saw evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

Northlands Park Neighbourhood Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built children's centre in Basildon, Essex. It is run and managed by the Pre-school Learning Alliance. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. There is one member of staff working towards a recognised qualification at level 2. The nursery also employs an administrator, cleaner and a cook.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are within 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:

- expand the range of activities offered in the garden, so that children have greater opportunities to find out about healthy food and explore growth and changes over time, for example, by digging, growing and tending plants they can eat
- enhance opportunities and extend resources to support children's interest in exploring and investigating technology.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. The learning environment is bright and inviting, and all children have easy access to a wide range of resources, both inside and outdoors. Specific zones have been developed in the playrooms for investigation and exploration with scientific and mathematical toys. This means that

children are motivated and keen to explore and talk about numbers and shapes or use magnifiers to examine natural objects. In addition, children eagerly delve into sensory materials and note the feel and texture of pasta, rice, sand or shaving foam. The staff model a playful and curious attitude. This encourages children to experiment what happens when materials, such as rice and glitter are mixed. They also show great fascination as they eagerly examine insects and slugs they find in the garden.

The staffs' good interaction supports children in developing their language and communication skills. They ask children questions to make them think and give them the time to express their views. Children learn about the rules of conversation as staff encourage them to listen to each other. They are particularly keen to share their ideas during role play or creative activities. Staff repeat words back to the youngest children so they hear correct pronunciations and children also learn to use sign language as part of their everyday experiences.

Staff use effective strategies to ensure all groups of children achieve well and provide additional support when required, for example, one-to-one support for children with special educational needs and/or disabilities. The special educational needs coordinator is very enthusiastic about her role and extremely knowledgeable about the diverse needs of the children. Activities are organised to suit the children's most effective learning styles and all their contributions and efforts are treated very positively by staff. Different languages and cultures are reflected in the resources and activities on offer. This ensures that all children feel valued, including those with English as an additional language, and equality and diversity is promoted very thoughtfully.

Staff liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. Staff follow this on with a regular exchange of information with parents regarding children's learning and development, which helps to ensure they continue to support their children's learning at home. Parents contribute their own observations of children's achievements to the 'magical moments' book. A travelling teddy goes home to accompany families on holidays and other adventures. This means that parents become increasingly involved in their children's learning.

Children's achievements and progress are noted and effectively tracked by key persons. The next steps in learning are consistently identified to ensure that experiences are in tune with their learning priorities. In addition, staff have successfully implemented a robust process to complete the required progress checks for children when they reach the age of two years. This means that staff promptly identify when children are progressing well or if progress is less than expected, so that any additional support from outside agencies can be secured without delay. Staff use photographs to illustrate their observations and each child has a well-presented 'learning journey' book. Children are extremely proud of their achievements and enjoy sharing their memories of recent learning experiences with their parents, staff and visitors.

Staff ensure children have the skills, attitudes and dispositions they need to be ready to make the transition into school. Children are becoming increasingly independent. Staff arrange resources so children can easily access them and make choices about what they wish to play with. Arrangements at lunchtime enable older children to serve themselves

their food, or pour their own water and they do so successfully. Children recognise their names on place mats and at self-registration. They link sounds to letters and many attempt to write their own names on their artwork. Children look at books for pleasure and enjoy sitting together in the well-stocked and cosy reading area. They also listen with excitement as staff skilfully engage them in stories. Children develop a 'can do' approach to problem solving and cooperatively work together to construct large models. They do have some opportunities to learn about technology using items in role-play activities. However, there is scope to improve the use of technology within everyday play, for example, by extending the access to working items that children recognise, such as a camera or computer.

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

Children and babies are happy and content as they enjoy the relaxed atmosphere and attentiveness of the staff. They form warm bonds with their key persons. Plenty of hugs and cuddles are offered when children become uncertain or upset. Effective settling-in procedures are in place when children begin attending the nursery. They make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as specific medical needs, routines and comforters. This ensures there is continuity in children's well-being and welfare needs. Transitions between rooms and with other providers the children attend are carefully planned to make sure children are secure. Older children are fully prepared for the school environment because staff make sure they are confident and well prepared socially. Therefore, continuity of children's care is assured.

Children's behaviour is good because staff value what children do, have high expectations of them and praise them well in their achievements. Older children know the boundaries of good, safe behaviour and demonstrate their helpful, co-operative social skills throughout the nursery. Children talk confidently about the 'golden rules' to the adults. Staff gently talk to children about safe play and of the consequences of running while indoors. Children show good awareness of safety when they skilfully change direction, to avoid colliding, as they ride on the wheeled toys while outdoors. They also regularly practise fire drills so they know how to swiftly evacuate the premises in an emergency.

Children's health is protected because good standards of cleanliness are maintained throughout all areas to help prevent the spread of infection. Surfaces are scrupulously cleaned and staff wear hats and aprons for food preparation. Children know to wash their hands before eating and after using the toilet. As a result, they are quick to alert staff when they think their peers may not have followed the same routine before snack. Nappy changing or toileting accidents are sensitively and hygienically dealt with. Children are protected further because the majority of staff hold first aid and food hygiene certificates.

Children enjoy a varied and nutritious menu at meal times. Food is prepared on site and a carefully balanced menu plan ensures that children try new foods and make healthy choices. Staff are extremely well aware of any allergies or special dietary requirements so that children's individual needs are met. However, children are not consistently learning about where food comes from as they have fewer opportunities to dig, grow and tend

plants they can eat. The staff recognise that there is room to improve the outdoor area to enhance the opportunities for children to explore the natural world and discover the benefits of a healthy lifestyle.

Children demonstrate their good physical skills because staff promote this area of learning well. Older children balance and jump on the low climbing apparatus in the garden and also exercise and move expressively to music. Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. The staff are mindful to protect children in very hot weather. All children wear sun hats when they play outdoors and staff efficiently ensure that children have been protected with a high factor sun lotion. There are plenty of shaded areas within the outdoor area where children can play. Jugs of drinking water are provided outdoors so that children do not become dehydrated.

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

Children's safety and welfare is promoted by the efficient maintenance of the necessary records and the effective implementation of a wide range of policies and procedures, which are regularly reviewed. They are safeguarded by staff's sound knowledge of child protection procedures and clear understanding of signs and symptoms that would concern them. Therefore staff are committed to keeping children safe from harm and neglect. Risk assessment and daily checks are carried out to ensure the premises, play equipment, activities and any outings are safe for the children attending. The management of the nursery is well aware of the importance of notifying Ofsted about any significant events that occur. The staff are extremely vigilant about the security of the children and there are rigorously controlled entry systems into the nursery to prevent unauthorised access. Any accidents are managed effectively. The staff keep clear accident records and parents sign to acknowledge the entry.

There has recently been a change in the management of the nursery. The new manager has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support the staff team. She has quickly and very capably taken on the smooth day-to-day running of the nursery. Performance management is now well managed within the nursery and staff training needs are identified through regular supervision and appraisals. Staff recruitment is robust and effective induction procedures are in place. This ensures children are kept safe and well and all adults employed are suitable to fulfil the requirements of their role. Observation, assessment and planning documentation is now being reviewed on a regular basis. The management monitor this information to make sure it is consistent, precise and displays an accurate picture of all children's skills, abilities and progress. An accurate overview of this information is maintained so that individual children with identified needs are targeted. This means that appropriate support and intervention is sought and gaps in achievement are closing.

The manager and deputy spend time working in the playrooms, where they gain first-hand knowledge about what is working well and highlight areas for further development. Self-evaluation also effectively takes into account the views of children and their parents.

Children have opportunities to share their opinions through discussion and circle time. Effective use is made of parents' notice boards and a 'comment tree' to seek their views. In addition, there are parent forum meetings each term and questionnaires are distributed. The nursery is keen to hear the parents' views and quickly act if any concerns are raised. Parents comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. There are also well-established links with professionals within the local authority and the nursery has successfully taken part in a recognised quality assurance programme. This further enhances the self-evaluation process.

### **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

<b>Unique reference number</b>	EY294263
<b>Local authority</b>	Essex
<b>Inspection number</b>	930440
<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>	50
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	27/05/2011
<b>Telephone number</b>	01268725616

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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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