

Progress House Day Nursery

Progress House, 96 Northampton Road, MARKET HARBOROUGH, Leicestershire, LE16 9HF

Inspection date

22/04/2013

Previous inspection date

08/11/2011

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

- Fostering the children's personal, social and emotional development is given a clear emphasis in all their work with the children. Consequently, all children, including babies, are valued, happy and well settled.
- A particular strength of the setting is the pre-school room where teaching and learning is consistently good and, on occasions, inspirational and, therefore, children are well prepared for school.
- Positive partnerships fostered with parents and carers, other professionals and settings that children transfer to, result in a good sharing of information to support all aspects of children's achievements, progress and care.
- The enthusiastic leadership team, in particular, the manager, communicates high expectations to the staff team and rigorous monitoring is successful in making and sustaining improvements.

It is not yet outstanding because

- The role-play area and the book area, for children aged two and three years, are not consistently maintained to offer a broad enough range of resources to capture the children's interest and imagination to further enhance their learning.
- There is scope to more flexibly use the outdoor floor space to incorporate activities, such as, ring games, balancing activities and to move with control and include opportunities for making marks and using numbers, to further enhance learning.

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 playrooms and the outdoor play area.
- The inspector held a meeting with the manager/registered individual and conducted a joint observation with the deputy manager.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Progress House Day Nursery is privately run and opened in 1997. It operates from a converted three storey Victorian house in Market Harborough, Leicestershire. The children's playrooms are located on the ground and first floor. Children do not have access to the second floor. There is an enclosed outside play area.

The setting opens 7.30am to 6pm Monday to Friday throughout the year. It is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 44 children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is in receipt of funding for the provision of early years education for children aged three- and four-years-old.

The setting employs 12 members of staff. Of these, one holds a qualification at level 6 in early years, seven hold a qualification at level 3 in early years, three hold a qualification at level 2 in early years and one is unqualified. The setting also uses regular relief staff. The setting 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:

- develop further the consistency and practice, with which staff use the role-play and book area, to further enhance children's learning, in relation to children aged two to three years
- enhance further the use of outdoor space by incorporating opportunities for making marks, using numbers and flexibly using floor space for children to participate in activities, such as, ring games, balancing activities and opportunities to hop, skip and jump.

Inspection judgements

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

Adults are deployed well to support children's learning and their care needs. Regular observations and assessments of what the children do and like are used effectively to understand children's level of achievement and to plan for their interests. Staff caring for children under two years place a clear focus on ensuring they have good opportunities to

explore and try new experiences. This balance shifts as they reach three years and staff in pre-school successfully motivate children in active learning. For example, a topic about the deep blue sea has inspired an interest in pirates for the children. Staff have used this extremely well to provide a wealth of activities with a clear learning intention in all areas of learning. Consequently, children continue to be motivated, think critically and creatively and, therefore, are well prepared for school. Parents and carers contribute to the initial assessment of children's starting points on entry and are kept well informed about their children's progress through six monthly progress summaries.

Children's personal, social and emotional development is fostered extremely well. Children under three years are happy, confident and show sustained levels of interest and enjoyment in their chosen play. Children in pre-school, display high levels of confidence, engagement and motivation during their play and interactions with the staff. Staff encourage these children to share their interests and ideas, which are highly valued and incorporated well, to plan stimulating experiences and activities.

Children's communication and language is supported well through purposeful play and interactions. For example, in the pre-school room circle time, story sessions and discussions during play are extremely successful in encouraging children to speak and to introduce new ideas, concepts and vocabulary. Children are confident speakers because staff value what the children say and show a genuine interest. Staff caring for babies give their full attention when babies look at them and use their voice and touch to communicate with them. Staff repeat words, describe what children are doing and use their favourite songs and musical instruments to capture their interests and increase their language.

Staff provide good opportunities to promote the children's physical development. For example, indoors and outdoors, staff place an emphasis on ensuring babies under 12 months have a safe environment to move, roll, sit and stretch. In addition, the more able babies use items, such as, tunnels, pop-up tents and push-along toys to increase and test their physical skills. All children daily use the outdoor area, which incorporates a ball pit, sand pit, digging area and opportunities to be physical, such as, the slide, wheeled toys and balls and hoops. However, due the limitations in available floor space the daily use of wheeled toys hinders opportunities for activities, such as, ring games, balancing games and opportunities to hop, skip and jump. In addition opportunities for children to make marks and use numbers outdoors are not consistently provided, to further enhance choice and children's skills.

Staff provide a good range of resources for children to build secure foundations for early literacy. For example, circle time for children from two years is used well to develop an interest in colours, link sounds and letters and to recognise their names, according to their interest and ability. All children have good opportunities to make marks indoors. For example, as they use paint, crayons, chalk and the writing areas. Staff in the pre-school room use books very well to reinforce topics and children's interests. Books are made readily available for children under two years and children show a fondness when adults share books with them. However, the book area, for children from two to three years, is not consistently maintained and does not incorporate a broad enough range of resources, such as puppets and visual aids, to always capture the children's interests.

Children's over three years have good and meaningful opportunities to explore mathematical concepts, which are often linked to the topic and children's interests. For example, while using construction toys to make the ship mast for their pirate ship they use mathematical language and have been measuring themselves and plants they have grown. They benefit greatly from good first hand experiences to predict and question why things happen. For example, they built two snowmen and at regular intervals measured the height of the one outdoors and predicted what might happen to the one that was brought inside in a bucket and left overnight. Younger children have good opportunities to use construction toys and a wide range of discovery toys with buttons and flaps to consider shape, space and problem solve.

All children use a variety of arts and crafts materials and use their senses to explore resources, such as, sand, water, cooked pasta, baked beans and instant mash and glitter. Small world resources are popular with the younger children and they show good levels of interest in them. However, the role-play area, for children aged two to three years, does not fully enough offer an extended range of resources and experiences, such as incorporating opportunities for making marks and an extended range of everyday objects, to further enhance children's learning and play. Children learn about the wider world through the links that have been established with a school in Africa. For example, photographs capture children in Africa using what the children from the setting have sent to them. This in turn has inspired an interest and new learning in safari animals and the watering hole.

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

Children learn to be strong and independent through the positive relationships fostered with staff. The well-embedded, assigned key person system means the key person is available for parents and carers at the beginning and at the end of the day. Consequently, children's care is carefully tailored to meet their individual needs. Babies, in particular, form close attachments with their assigned key person and show a real sense of belonging and enjoy being physically close to them.

Overall, the resources are used well and there are secure systems in place to help staff to build effectively on children's achievements in learning. Consequently, children are involved, busy and enjoy their time at the setting.

Children are well behaved because staff consistently set clear boundaries and use positive strategies to manage their behaviour. For example, older children have reward charts to reinforce acceptable behaviour and celebrate their achievements. Staff place a clear emphasis on children learning how to stay safe. For example, a topic on 'People who help us' has been warmly received by the children. Parents and carers, such as, a doctor, policeman, dentist and vet have volunteered their time to come and chat with the children.

Meals and snacks are varied, healthy and nutritious and the outdoor area provides good

opportunities for children to be outdoors in the fresh air. This contributes well to the good health and well-being of children. Staff and children adopt effective hygiene practices to prevent the spread of infection and first aid, medication and accident requirements are met to secure the children's health and well-being.

Staff work very well as a team in sharing information about the children's care needs and achievements. For example, children make regular visits to their new rooms and receive a welcome pack, which includes a photo of the assigned staff. Consequently, they are well prepared and settle easily. There are strong links with the local schools and collaborative working ensures children's care and education needs are supported well at transition.

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

Since the last inspection there is a new manager who works well with the registered individuals to secure improvement. The rigorous monitoring of practice in rooms and overseeing the educational programmes and observation and assessment arrangements, has resulted in a significant improvement since the last inspection. A clear emphasis on providing ongoing appraisals, coaching, support and training has resulted in improved outcomes in children's learning and development. These effective systems also ensure any under-performance in relation to securing the children's safety and well-being is tackled and managed very well.

The leadership team have a realistic overview of the setting and have focused well on areas for improvement and further well-focused improvement plans help to secure continuous development. All of the recommendations made at the last inspection have been successfully addressed in relation to children's learning and development. Therefore, children make good progress from their starting points and are well prepared for school.

Following a concern received from the setting, on 12 March 2013, about an accident which occurred at the setting. Ofsted carried out a monitoring visit and issued a notice of action to improve in relation to ensuring the provider complies with the requirements of health and safety legislation. This is in relation to the reporting of any serious accidents or injuries to the Health and Safety Executive. The inspection found that the provider is complying with this requirement.

There are good procedures in place to update all staff about any health and safety concerns within the setting. Any risks identified are acted on promptly and swift action taken to minimise and remove hazards to children. Ongoing written risk assessments are updated to include any action taken to minimise new risks identified to ensure the environment is safe and equipment suitable. Staff have a secure understanding of child protection issues and the procedure to follow in the event of safeguarding concerns. In addition, there are effective vetting and induction procedures in place to ensure adults caring for children are suitable to do so. Consequently, children's welfare is secured.

Parents and carers spoken to on the day of the inspection are positive about the quality of the service provided and the information they receive. For example, staff use the mounted whiteboards to inform parents about the activities undertaken and display written observations of what the children have achieved. Effective partnerships working with other professionals and agencies involved with the children results in a good sharing of information and support for the children in their welfare, care and education. This good collaborative working with parents and carers and other professionals and agencies, provides good support for those children with special educational needs and/or disabilities and those who speak English as an additional language.

The Childcare Register

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

Unique reference number	223161
Local authority	Leicestershire
Inspection number	913983
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	44
Name of provider	Progress House Day Nursery Limited
Date of previous inspection	08/11/2011
Telephone number	01858 431700

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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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