

Thorplands Nursery

Thorplands Primary School, Farm Field Court, NORTHAMPTON, NN3 8AQ

Inspection date

Previous inspection date

20/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's communication and language development is given high priority. Staff continually talk to the children and engage them in a good range of activities to develop and extend their vocabulary.
- The warm and welcoming environment helps children to feel settled and secure, which effectively supports children's emotional security. Safeguarding procedures are secure. This ensures children are well protected and given high priority at all times.
- Staff encourage all children to be physically active and children are provided with a good range of healthy, nutritious meals and snacks. This successfully supports children's continual growth and well-being.

It is not yet outstanding because

- The quality of teaching in the outdoor environment is sometimes not as sharply focused in meeting children's learning needs as at other times, in order to ensure all children gain the highest achievements in their learning while playing outside.

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 conducted a tour of the premises during the inspection.
- The inspector observed activities in the four playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Thorplands Nursery was registered in 2013 and is on the Early Years Register and is managed by The Educational Fellowship. It is situated in a purpose built premises within Thorplands Children's Centre in the Thorplands area of Northampton. The nursery serves the local area and is accessible to all children. Children are cared for in three designated rooms and an adjacent Portakabin. All children have access to outdoor play areas.

The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and above, including one member of staff with Early Years Professional Status. The nursery opens Monday to Friday all year round. Care is provided between the hours of 8am until 6pm. Children attend for a variety of sessions. There are currently 117 children attending who are in 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:

- enhance children's learning in the outdoor environment; by ensuring the quality of teaching enables all children to gain the highest achievements in their learning while playing outside.

Inspection judgements

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

Staff across the nursery provide interesting and challenging experiences that meet the needs of all children. They clearly understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. They motivate children's interests effectively by joining in their games and showing their enthusiasm and interest. As a result, children are keen to participate in the activities provided and make good progress in their learning and development, in readiness for school. For example, older children competently count to 10 and sort the teddies in order of size and colour. In addition, staff successfully use number rhymes, such as 'Five frosty snowmen' to develop children's awareness of subtraction and help them name different shapes as they search for them in the water tray. Children enjoy expressing their creativity and use their imaginations during role play and craft activities, such as painting, modelling and collage. Staff working with the children in the baby room successfully encourage the babies to use their senses to explore the environment. For example, babies use their fingers to make the mirrored chimes move and smile as they

listen to the different sounds. In addition, babies and young children enjoy handling a range of natural materials, such as the metal and wooden objects.

Staff create a welcoming atmosphere, are very approachable and value the views of parents. During each child's induction, the key person takes time to find out what they already know and can do before they start the nursery. This information is then successfully used to aid the settling-in and initial assessment process. Staff subsequently monitor each child's development by carrying out regular observations as they play to identify children's emerging interests, different learning needs and physical abilities in order to monitor and track their progress. This ensures teaching focuses on children's individual interests and the next steps in their learning. Parents have good opportunities to share in their children's learning. They receive regular updates on children's progress, can talk to their child's key person daily and are invited to consultation evenings. The children's learning journals are available for parents to see at any time. Parents are actively invited to contribute to these with observations from home and to post comments about their child's achievements on the 'sharing tree'. Staff are fully aware of the progress check for children age two. They understand the importance of providing parents with a summary of their child's development to further support their learning at home and to identify any additional support that might be needed to help them make progress.

The development of children's language is given high priority at the nursery. Staff support children's ongoing language development well and additional support is provided by a speech and language therapist. Staff effectively 'tune in' and respond to the messages babies and younger children are attempting to convey. They repeat phrases back to young children to help them consolidate their vocabulary and introduce new vocabulary during the context of the children's play. Games, such as 'what is in the box today' encourage young children to listen, concentrate and use vocabulary to describe what they see. In addition, the use of songs, such as 'Zoom, zoom, zoom we're going to the moon' successfully supports children's developing vocabulary. Older children learn words, such as 'gravity' as they talk about objects falling to the ground. Children love to listen to familiar stories and staff are skilled at engaging the children, sitting toddlers on their laps, so that they can clearly see the pictures in the book. This helps to sustain their interest and supports children's learning and enjoyment. Older children's attention is sustained because staff skilfully alter the tone of their voice to portray the different character and encourage them to join in familiar phrases. Children are encouraged to develop their simple writing skills. For example, babies and toddlers have fun using their fingers to make and patterns in the sand and paint. Children's ongoing physical development is actively supported by the staff and the visiting occupational therapist. Their hand-to-eye coordination and the strengthening of small muscles are improved as they carefully use the tweezers to pick up the fruit during the 'Fruit stand' game. In addition, children access malleable materials and learn to use the scissors with increasing control. Children thoroughly enjoy participating in a range of activities in the covered outdoor area and adjoining garden. For example, children access the sand pit, access writing materials in the post office, manoeuvre wheeled toys and climb on the climbing frame. However, occasionally the quality of teaching is sometimes not as sharply focussed in meeting their learning needs as at other times, in order to ensure children gain the highest achievements in their learning while playing outside.

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

Children are respected as individuals and their emotional security is given high priority. As a result, children feel secure and form strong attachments with their key person and all staff members. For example, babies are provided with warm, consistent care, older children seek reassurance if required and willingly include the staff in their chosen activities. Children's art work is attractively displayed around the nursery and babies are able to view photographs of family members throughout the day. This provides children with a sense of belonging. Staff gather a good range of useful information from parents about their children during the settling-in period. This enables them to get to know children and their families at the start of the placement. As a result, children make smooth transitions between the home and the nursery. Transitions between rooms and to other setting, such as school are managed well. This is because children are gradually introduced to their new room and to their key person. In addition, older children make successful transitions to other childcare provisions because staff establish links with future teachers. Staff complete transition documents which provide information about the children's learning and development achievements during their time with them.

Staff are well deployed and as a result children receive a good standard of care. They create a stimulating, well-resourced and welcoming environment. Children confidently move around the nursery and make independent choices about their play. Staff actively encourage the children to learn how to be kind and thoughtful to one another and to adults; to use 'kind hands' and 'kind voices'. As a result, children are learning to treat others with respect. In addition, children are encouraged to wait their turn during games and to listen to the views of others. Children regularly receive praise for their good efforts and achievements, which successfully promotes children's confidence and self-esteem. Staff support children to develop an awareness of safety and how to stay safe. For example, staff remind children to handle the scissors with care and clearly explain that lifting the chair in the air is dangerous; that they could hurt themselves and others.

Children are learning about the benefits of exercise and have daily opportunities to engage in physical activities in the fresh air. This helps to support their overall health and physical well-being. Children are very well nourished because they are provided with a good variety of nutritious foods and a choice of fruit and vegetables. For example, children enjoy tuna pasta bake, meatballs and leek and potato soup. The chef and all staff are very clear about children's allergies or food preferences, which ensure children's needs are respected and met. Mealtimes are social occasions as children sit chatting to their friends and staff use this opportunity to encourage good manners. Children's independence is actively encouraged; they learn to serve themselves and pour themselves a drink of water. In addition, younger children learn how to use appropriate cutlery to feed themselves. Staff prepare formula milk for babies and keep records of the times that they have been feed. This helps to ensure that they receive the bottles as required and keeps parents effectively informed of their child's feeding routines. In addition, babies and toddlers are provided with comfortable areas to rest and sleep. The nursery has obtained the five star food hygiene rating from The Food Standards Agency and the nursery chef has appropriate training in food hygiene. Cleanliness standards in the bathrooms and nappy changing areas are good. Older children follow appropriate hygiene routines and know that they

must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection. In addition, staff support toilet training and parents are provided with a 'potty pack' to support this at home.

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

Management and staff have a good understanding of the different types of abuse and indicator signs that would raise concerns. The manager has completed safeguarding children training and clear procedures are in place for identifying children at risk of harm and for liaising with the appropriate agencies. 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 working at the premises complete Disclosure and Barring Service checks. This ensures that staff are suitable to work with children. Thorough induction procedures ensure that all staff and students have a secure knowledge of their roles and responsibilities. Risk assessments, daily checks and appropriate staff deployment ensure children are kept safe. Staff supervise the children well and are vigilant at all times. They ensure that children cannot leave the premises unsupervised and that there can be no unauthorised access to them. In addition, visitors are asked to provide full identification and are asked to sign into the visitors' book.

The manager sets high aspirations for quality, with the aim to provide all children with good quality care. She successfully monitors the educational programmes; including planning and assessment procedures to ensure the range of experiences provided reflect the needs, aptitudes and interests of the children. As a result, the manager implements any required changes to enhance current good practice. For example, management and staff have recently simplified ways to record the planning of activities in order to maximum the time staff spent teaching the children. The manager monitors staff practice through regular supervision, appraisals and performance reviews. She ensures all staff hold appropriate levels of qualifications according to their post and have appropriate experience. As a result, the quality of teaching is consistently good throughout the nursery and children make good progress. Staff comment that they feel valued and supported by the manager. Management and staff demonstrate a strong commitment to continuous improvement. The nursery uses self-evaluation, including the views of parents, to identify strengths and areas for improvement.

Relationships with parents are supportive, helping them to feel involved in their child's care and education. Parents speak highly of the nursery and staff, explaining that their children are happy and well supported by the staff team. Procedures are in place for working with specialised professionals should a child have special educational needs and/or disabilities. This ensures appropriate interventions are made to ensure the continuing needs of all children are met. In addition, close links have been established with the attached children's centre and the adjoining school. For example, children are invited to join events, such as Christmas celebrations. As a result, children's experiences are broadened and they are beginning to form appropriate relationships with older children and with the teachers at the school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466427
Local authority	Northamptonshire
Inspection number	923323
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	117
Name of provider	The Education Fellowship Trust
Date of previous inspection	not applicable
Telephone number	01604 741 131

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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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