

Countesthorpe College Day Nursery

Countesthorpe Community College, Winchester Road, Countesthorpe, LEICESTER, LE8 5PR

Inspection date

Previous inspection date

10/12/2013

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

- The management team are committed to the continuous development of the provision, using a good system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving provision.
- Children are settled and show a strong sense of belonging in the nursery. This is because they have formed trusting relationships with staff. They confidently and enthusiastically explore their environment and participate in activities with enjoyment.
- Partnership working with parents and other providers is good. The constant exchange of information results in children's individual needs being respected and met, with everyone working together to support children's ongoing development. This enables every child to make progress from their starting points.

It is not yet outstanding because

- There is scope to maximise opportunities in order to promote children's greater independence.
- Children with English as an additional language do not have as many opportunities to see their home language in text around the nursery.

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 had a tour of the setting, including the extensive outdoor provision.
- The inspector observed children and staff and spoke to parents and carers.
- The inspector looked at policies and procedures and documentation.
- The inspector held a meeting with the managers and carried out a joint observation.

Inspector

Samantha Faulkner

Full report

Information about the setting

Countesthorpe College Day Nursery opened in 1971, opened in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, due to a change in status. It operates from rooms within the grounds of Countesthorpe Community College in Leicestershire. The nursery has use of four rooms, toilet facilities and a kitchen. There is an enclosed outdoor play area.

The nursery employs 19 members of staff who work with the children. Of these, 12 hold appropriate early years qualifications at level 3, including one at level 6 and one with Qualified Teacher Status. Opening hours are 8am until 5.30pm, each weekday during term time only. Currently, there are a total of 56 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It serves families from the surrounding district and supports children with English as an additional language.

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 growing independence and decision making skills by, for example, giving them more opportunities to set the table, serve their own food and provide them with the facilities to wash up small pots and cups
- increase opportunities for children to see their home language in print and extend resources to support children with English as an additional language.

Inspection judgements

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

Staff use information from parents about what children like and can do at home and carry out observations to find out what children's starting points are. The information gained from the observations is used to effectively plan for children's individual needs and next steps of learning. Staff consider how well children involve themselves in activities and whether they enjoy learning. Children demonstrate different styles of learning and staff use this information to ensure they provide a well-resourced and welcoming environment, indoors and outdoors, for children. For example, the large outdoor environment enables children to explore and discover in the mud kitchen, explore and take risks on the large climbing frame or use the wooden shelter to use their imaginations and create their own games. Children enjoy the outdoor area and their learning and development is promoted all day by the use of a clear curtain, which allows children to free-flow access, choosing

where to play. Teaching is good and staff have high expectations of children. They provide resources and areas of learning, but allow children to use their critical thinking skills to determine what to do with the resources. For example, children ask to make Christmas cards for their parents so staff provide a range of craft items, blank paper and card, which allows children to create their own, unique gift. Some children carefully glue individual pieces of silver paper onto a folder piece of card, while others use a large sheet and paste large items onto it. Staff praise each piece of artwork and children's self-esteem and confidence is promoted. As a result, children are proud of their achievements and keen to learn.

Staff are good at promoting communication and language for all children. The key person spends time in small communication groups, where children can be listened to without other distractions. Musical instruments and props are used to encourage rhythm and beat to sounds and letters. Staff make good use of open-ended questions and allow children appropriate time to respond. The key persons use gestures and body language to chat to babies, who respond with giggles and babbles. Older babies are supported in their first words, by staff using single words and repeating words which the babies make. As a result, children's communication and language is well supported. However, children who speak English as an additional language do not have rich opportunities to see their home language in print. There are also fewer resources to support home languages, such as dual language books, in order to promote strong foundations in a home language to support the development of English.

Children make good progress in their physical development through a varied curriculum and external support of other professionals. For example, the nursery has had a visiting football and gymnastics teacher. They use the college sports hall and drama studio and have a large outdoor area. Children are confident with sports equipment. For example, the children are presented with a box of sports equipment to decide what to do with it. After some discussions, children fetch a bucket and compete against each other to throw beanbags and foam javelins into it. A member of staff enhances the children's learning by introducing mathematical language, such as distance and speed and challenges children by moving the bucket further away. Children are engaged with the activity, and as a result, they enjoy learning new skills and language. Children are prepared for school well. They participate in physical education sessions during their final term, getting changed and learning new skills. Staff introduce role-play games that involve school uniforms and increase the opportunities for writing in all activities. Parents attend a school meeting at the nursery during the September prior to attending school. This enables them to plan to support their children during their final year at the nursery, understand the implications of the changing routines and to help prepare their children. Parents are very involved in their children's learning. They share information from home and staff tell them daily what the children enjoy and learn. Parents receive a report twice a year and attend parents' evenings. They join their children at special times of the year. For example, parents are invited to the setting to help children make Christmas decoration that are displayed around the nursery. As a result, parents are able to support the continued learning at home.

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

The key persons are very knowledgeable about their children and are focused on ensuring they make good progress at the nursery. They have strong bonds with the children and gather good information from parents to ensure their child's needs are met. The children are happy and settled and parents value and praise the care that staff take with their children and the information that they share with them. Children are all engaged in playful activities and are active learners in their environment, which is thoughtfully laid out. There are opportunities for daily exercise outside and in the soft play room. Babies are provided with all-in-one puddle suits so they can still crawl around outside and equally participate in the learning environment. All children behave well. Staff use age-appropriate strategies and should joint strategies be required, they liaise effectively with parents. Parents provide information about care routines at home and these are regularly updated for babies with changing needs. This ensures that staff continue familiar routines and work in close partnership with parents, meaning children make the best possible progress.

Health and hygiene is promoted through a good cleaning culture. Toys are regularly cleaned and bed sheets and flannels washed daily. Staff wear aprons and gloves when changing nappies to reduce the risk of cross-contamination and surfaces are cleaned with disinfectant. The nursery has a clear policy on reducing the risk of infection and exclusion periods are adhered to if children are ill. Children have fresh water available all day and use tissues to wipe their own noses and regularly wash their hands. Staff model good hand washing and remind children about the spread of germ. They keep children safe by implementing clear policies and procedures and rules about not running and how to safely carry scissors. Children are reminded not to climb on shelves, but given lots of opportunity for supervised risks on the large climbing frame in the garden. Even babies learn how to take risks. For example, a baby walks around the back of a pretend ice cave, made with a wooden structure and material and attempts to climb inside from the back. Staff watch from a safe distance and allow the baby to move curiously waiting for a signal to help her. The baby communicates to her key person, who gently shows her how to free herself and come back to the front of the structure. As a result, the baby develops her confidence and self-esteem and succeeds in a new challenge.

A snack bar allows children to be independent and choose when to stop playing. They make informed choices about healthy foods and pour their own drinks. Children sit in small groups and chat with their friends and staff, which develops their communication and language. However, there is room to provide greater opportunities to further promote children's independence, such as encouraging them to lay the table or wash up after snack. The cook is an asset to the nursery. She enlists the help of parents and children in choosing new recipes for the menu and uses fresh products in all meals. There is a balanced choice over a two week rolling menu and children enjoy their food. The nursery was awarded Leicestershire Healthy Tots accreditation in March 2011, acknowledging the healthy food offered. The cook serves the food in the room and has a lovely relationship with the children. Staff deployment is effective. The staff team work well together and support each other across both rooms. A low wall in the baby room and soft play room means that all children feel part of the nursery and become familiar with all members of staff which supports a positive transition to the next room. The key person further supports children by taking them through for short visits and the babies access the garden from the toddler room which again helps with the transition.

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

The nursery is jointly managed by two managers and this works well. Both managers are knowledgeable and experienced and support each other well. Jointly, they write a clear self-evaluation, which is very detailed and shows a good understanding of their legal requirements. Staff review this and contribute any further ideas for improvement. As a result, the nursery has a clear development plan and is focused on making improvements. Policies and procedures are regularly reviewed and the managers amend them at the time. For example, some recent advice from the local authority recommends that the use of trampolines be restricted. The nursery immediately responded to this by changing their current policy and writing a new risk assessment. There are clear signs for the children and the trampoline is only used for children over six years of age.

The staff have regular supervisions and appraisals, which support them to improve in their practice and further increase their professional development through more training. Staff find the supervisions useful and agree that they improve communication in the nursery. Recruitment and suitability is treated seriously. There is a thorough recruitment process that involves the views and opinions of several different people, including the children, and thorough suitability checks are carried out on all staff. This is monitored with an effective induction process and staff advise the managers of any changes to their suitability or health that may affect their ability to work with children. The nursery has the support of the college and this has been important when dealing with underperformance. The managers understand how important it is for the children's development to have a dedicated and passionate staff team. The managers monitor the curriculum and staff records with the use of regular cohort analysis to check what progress children make and how the curriculum is being offered. Consequently, any delays in learning and development or gaps in the curriculum are quickly identified.

Regular risk assessments are carried out and reviewed to ensure that children remain safe while at the nursery. Staff have a good understanding about the signs and symptoms of abuse and their responsibilities to report any concerns. The managers have had appropriate training in relation to their legal responsibilities to respond to any concerns about children's safety. As a result, children are kept safe at the nursery. There are strong partnerships with other professionals who support families and the nursery runs their own stay and play session once a week to further support families. They work closely with health professionals and outreach workers and a school nurse. Staff support children who attend dual settings by visiting the children in the other setting and sharing information about children's progress and next steps. This enables the children to have continuity in their care and learning.

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	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	EY463793
Local authority	Leicestershire
Inspection number	919403
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	56
Name of provider	Countesthorpe Community College Trust
Date of previous inspection	not applicable
Telephone number	01162771555

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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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