

Nightingales Day Nursery

382 Bowthorpe Road, Norwich, Norfolk, NR5 8AG

Inspection date

16/12/2013

Previous inspection date

10/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children feel safe and secure in their relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between nursery and home life.
- Children are safeguarded as staff have a secure understanding of the procedures to follow if they have concerns about a child.
- Staff provide children with a choice of activities each day, particularly those which encourage younger children to explore using their senses and stimulate older children's creativity.

It is not yet good because

- Observation and assessment of children's learning is not consistently used by all staff to identify children's individual stages of learning and development. Therefore, staff are not fully aware of any gaps in children's learning and what they need to do to actively support all children's progress.
- Staff development and professional support is not consistently planned through regular supervision and appraisals, to support the necessary improvements to teaching.
- Some areas of the nursery are not sufficiently well-resourced. This means children's interest is not stimulated or activities are restricted to a small number of children at any one time.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting 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, viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

Nightingales Day Nursery is privately run and was registered to the current owner in 2002. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from the ground floor of a property situated in a residential area of Norwich. Children have access to enclosed outdoor play areas. There is a step from the building to the outside play space and a few steps up to the grassed play area.

The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

The nursery employs 10 members of child care staff plus a cook. Of the childcare staff, nine hold appropriate early years qualifications at level 3 or above and one at level 2, who is currently completing training to level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve how the information from observations of children's learning is used, to ensure that all staff consistently recognise and track children's progress and understand how to plan for their individual next steps for learning
- implement a more robust system for performance management, to ensure that the quality of teaching by all staff is consistently monitored and the information used to shape individual members of staffs professional development
- enrich the variety of resources provided, particularly in the role play and mark making areas, outdoors and improve the quality of books for older children.

Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery, through the recently introduced 'all about me' booklets and discussion during settling visits. This provides the key person with appropriate information, such as children's home routines, interests and gives a useful overview of children's progress to date. The key

person ensures that activities are set out, which they know the children will enjoy, therefore children are supported to settle quickly in the nursery. Parents are encouraged to remain involved in their children's learning, both in the nursery and at home. They are now able to access their children's 'learning journey' books as these are displayed in each group room. The manager has produced a small booklet for parents, with information about the early years educational programme. Displays are now present in the nursery, showing children enjoying different activities linked to the areas of learning, to support parents understanding. Furthermore, daily diaries aid the effective verbal communication between parents and staff at the start and end of the day, as staff use the diaries to record information on routine needs as well as any progress noted during the day.

The key person makes some observations of their key children, noting their emerging interests and progress in development. However, not all staff are effective in evaluating the information their observations provide, to accurately identify what they need to do to plan for children's next steps and move them on in their learning. This means that some aspects in the quality of teaching require improvement. Staff ensure that children access a range of activities each day and are good at planning sensory and creative experiences. For example, children have daily opportunities to explore different sensory and malleable materials such as dough with glitter, rice, sand or fake snow. Younger children watch as staff let the fake snow run through their fingers and copy the staff member's actions, clearly enjoying the experience as they smile. Older children particularly enjoy varied craft activities, for example using different techniques to make calendars. Children paint their hands to make hand prints, some enjoying the sensation as they squeeze paint through their fingers. They select small glittery pieces or tinsel to decorate their picture and use their own ideas. Consequently, children's hand to eye coordination and physical dexterity is being promoted. Staff generally ask open-ended questions so that older children are learning to think about what they are doing and answer why something might happen. For example, why the glittery pieces are not sticking to the paper because they have not placed them on the glue. Simple mathematical language, counting and shape recognition are introduced by staff as the children play. For example, staff ask how many things children have and help them to compare size when they build.

Staff appropriately promote children's communication and language skills, helping them to become confident communicators. In the baby room, staff respond well to babies babbles and gurgles. They support the development of children's vocabulary through naming items of interest, for example when they find a toy or point to a picture, encouraging young children to repeat words. Staff suitably praise children's attempts as well as achievements. Younger children explore their environment, knowing that familiar adults are nearby. Staff recognise that children's attention span is short at this age and readily change activities or find another toy of interest. Older children talk confidently about their home life or share their experiences. Staff value children's home language while encouraging their communication and language skills in English. Children enjoy simple computer games. They become competent in moving the mouse and using this accurately to select and move objects on the screen. Children's understanding of the world is promoted. For example, they watch videos on the computer of various animals and then match the animal to the picture of the environment in which they live. This promotes discussion as they talk about what animals eat, what makes plants grow and children eagerly share their own experiences of visiting the zoo to see animals. Children are able to select what

activities they would like to do and are generally becoming independent. Overall, children's progress ensures that they have the key skills needed for the next stage in their learning.

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

The staff team create a suitably welcoming environment, through displays on the walls of the rooms, particularly of children's artwork and the provision of age-appropriate resources. However, some areas lack richness in resourcing, so that children's interest is not always stimulated. This includes role play areas, mark making resources with only a few crayons and sheets of paper and books which have some pages missing. Furthermore, one outdoor space includes some resources which are not safe so cannot be used, which means that on occasions when potential hazards, such as a fallen tree branch, make another area unsuitable, resourcing restricts children's access to outdoor play.

Staff work closely with parents to meet children's care needs and keep them informed about their children's day. Parents develop positive relationships with staff because each child is allocated a key person who takes responsibility for their day-to-day care needs and builds strong relationships with parents. This ensures that children's physical and emotional well-being is suitably supported. Children settle quickly in to the nursery and develop emotional attachments to their key person and other staff. They are helped to develop the necessary skills, which support them to embrace new experiences with confidence. Furthermore, children are suitably supported as they progress through the nursery and as they move on to school. The nursery is inclusive and children learn to respect and celebrate each other's differences. Children generally behave well and know what is expected of them. Any unwanted behaviour is managed by staff using a more consistent approach and taking into account children's age and level of understanding. Positive behaviour is valued and praised. Children readily seek out adults to share experiences or for a cuddle and develop friendships with other children, which promotes their personal, social and emotional development.

Children's health needs are suitably met. The environment and equipment is clean and suitably maintained. Children learn to wash their hands at appropriate times, through the daily routine. Meals are freshly prepared on the premises, so children receive a balanced, nutritious range of healthy foods. Furthermore, children's dietary needs and any parental preferences are met. Mealtimes are social occasions with children sitting in small groups with a member of staff. This ensures that children get the support they need to feed themselves and staff are able to encourage children to try a variety of foods. Babies routines are respected. Children are settled to sleep as they become tired, either in cots, small beds or pushchairs if parents request. Children generally have some opportunities for physical activity each day. Each room has access to outdoor space, where children can climb, use swings, ride small wheeled toys or enjoy being outside in the fresh air. When the outdoor area is not available, the nursery has an indoor soft play room, where children can be energetic and appropriately use their physical skills. Throughout the nursery, children appropriately learn how to keep themselves safe due to the gentle reminders from staff, such as to use small knives safely during mealtimes and sit properly on chairs.

The effectiveness of the leadership and management of the early years

provision

This inspection was brought forward by Ofsted, following an expression of concern relating to the quality of the environment, cleanliness, staff training and skills in relation to children's learning and development and how parents are involved in their children's learning and development. The inspection found that some aspects of the environment, particularly resourcing require improvement. As a result, an action has been set. Furthermore, the inspection identified that staff supervision is not effective in supporting, coaching and training all staff in extending their knowledge and skills. In particular, there are inconsistencies in staff practice and in the staff's use of observation, assessment and planning to support children's progress and learning. This means that some aspects of the quality of teaching provided throughout the setting, require improvement and further actions have been set. The nursery owner employed a new manager six months ago, who holds Early Years Professional Status. She has reviewed practice within the setting and made changes, which have improved the nursery provision for children and their families. For example, she has improved day-to-day communication with parents through the introduction of the daily diary and made information on children's learning and development more accessible. In addition, questionnaires have been used to seek parental feedback on the provision and the manager has been instrumental in making further changes, valuing parents comments. As a team, staff are now looking at how they can improve the observation and assessment process so that planning can be more individualised for children, to support learning and development. The manager has used her evaluation of the setting to develop an action plan, which will drive improvement over time. For example, she has plans to develop the outdoor area to make this a more attractive, safe and stimulating place for children to play and learn. Frequent support visits from local authority professionals, mean that good practice is shared and staff training needs are being identified and appropriate training courses sourced.

Management and staff understand their responsibilities in meeting safeguarding and welfare requirements. For example, they have a suitable awareness of the signs and symptoms of abuse, to help them recognise when children may be a risk. Staff know how to report concerns and know who is the person designated to take responsibility for child protection concerns. Suitable risk assessments are conducted and any potential hazards, such as a low tree branch are identified, so that appropriate action can be taken to safeguard children. Effective recruitment practices ensure that staff are suitably vetted and qualified for their roles, although some staff in the team are more confident and experienced. The manager works as part of the staff team on occasions, when she is able to lead and role model good practice. However, there has been insufficient time following her employment, for all the changes to make a significant impact on the overall provision.

Partnerships with parents are effective as the nursery is committed to working together with them, to ensure the continuity of care and learning for children. They are kept appropriately well informed, both by written information, particularly for babies and daily verbal communication. Those spoken to speak highly of the support they receive from staff and how much their children enjoy attending. Partnerships with others who provide care and learning are being established so that information may be shared between

settings to meet children's needs. Children with special educational needs and/or disabilities are identified promptly and links are made with other professionals, as appropriate. This helps to secure any additional support that children might need to help them make satisfactory progress in their learning and development.

The Childcare Register

The requirements for the compulsory 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	EY239968
Local authority	Norfolk
Inspection number	945752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	34
Name of provider	Mubarik Hussain Kausar
Date of previous inspection	10/03/2009
Telephone number	01603 453104

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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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