

Abington Park Day Nursery

473 Wellingborough Road, NORTHAMPTON, NN3 3HN

Inspection date	09/04/2014
Previous inspection date	04/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 quality of teaching is good overall and stems from staff having a shared knowledge about how young children learn. Accurate assessment of children's progress ensures that the activities planned are tailored to meet children's individual needs.
- Partnerships with parents are actively promoted through a regular two-way flow of information. Both informal and formal opportunities enable staff to engage and support parents in guiding children's development at home.
- Resources are widely accessible and, therefore, children's independence is well supported particularly in the pre-school room.
- Leadership and management are highly effective. Managers demonstrate a well-documented drive to further improve achievement for all children, their families and the nursery staff team.

It is not yet outstanding because

- Staff do not always consciously model language and building sentences to show children how to pronounce or use words correctly to consistently and further promote communication and language development.
- Managers have not yet fully embedded into practice the significant improvements already made or proposed so that the highest levels of achievement for all children can be sustained over 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 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 baby room, the toddler room, the pre-school room and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents, children and staff spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector held meetings with the manager of the provision and the area manager.

Inspector

Tracy Burn

Full report

Information about the setting

Abington Park Day Nursery is one of seven nurseries run by Magic Nurseries A Ltd. It was registered in 2007 and operates from converted premises over three floors in a residential area of Northampton. The nursery is open each weekday from 7am until 7pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities. There are currently 109 children on roll, all within the early years age range.

The provision employs 29 members of staff, 24 of whom hold appropriate early years qualifications. Two members of staff hold childcare qualifications at level 4, while the majority of other staff hold childcare qualifications at level 2 and level 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the focus on communication and language development so that staff consciously support young children's confidence and skills in expressing themselves, particularly in the baby and toddler rooms

- make sure that improvements that have already been made and any proposed improvements, particularly in teaching are fully embedded into practice so that the highest achievement for all children is sustained over time.

Inspection judgements

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

Good quality teaching provides children with a strong foundation to support their learning. Staff are really enthusiastic and this is reflected in children's motivation to participate in a wide range of activities. The seven areas of learning and development are implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Each room provides stimulating resources that are accessible and open-ended so they can be used, moved and combined in a variety of ways. For example, the baby room has a large shallow tray full of shredded paper and a low-level box with dry sand inside. Babies are curious, eager to explore and investigate the materials as well as fill and empty containers. This is because staff carefully observe how babies learn and provide activities

which interest them and foster the skills they need to develop. Babies' physical development is supported well with low-level equipment which means they are able to pull themselves up into a standing position and try out their early walking skills. Young children in the toddler room explore the properties of dry rice using plastic jugs and funnels for filling and pouring. This is because staff stimulate children's interest through shared attention and provide containers of different sizes and shapes for children to experiment with quantities and measures. This supports children's early mathematical concepts.

The planning within the pre-school room has recently been improved by the room leader and offers defined spaces for children to explore and learn. For example, children look at patterns and competently use shape stencils with paper, scissors and glue to create 'houses' in the maths and science area. The pre-school aged children also demonstrate the characteristics of effective learning when they become highly involved and persevere with activities. For example, older children stay for considerable time making their own play dough and developing their own ideas for using it. Children are also developing their skills in using technology because the staff have purchased more technological resources, such as tablet computers. The children really enjoy completing simple programmes and mastering the techniques for using such equipment. Children's next steps are identified through ongoing observation and assessment. Staff observe their key groups of children to understand their level of achievement, interests and learning styles and then shape learning experiences for each child reflecting those observations. Children's next steps are clearly linked to the planning and are displayed in all rooms for children of different ages. Staff actively share children's learning with parents, particularly in the pre-school room through the use of home-to-school writing books. Conversations held with parents during the inspection, confirm how strong links with the child's home environment, and enable learning to be shared consistently between the home and the nursery setting.

Staff demonstrate inclusive practice throughout the nursery giving equal time and attention to all children in their care. Children with extra considerations are well supported with transitions between one room and another within the nursery. For example, a child's key person shares information concerning the child with parents and room leaders and plans are agreed to make adaptations to equipment and/or to the room layout. This principle is supported through each area of the nursery and helps to ensure that every child is included. The nursery fosters children's enjoyment of the outdoors and provides daily opportunities to be physically active in the enclosed garden. A large tarmac area allows children to pedal wheeled toys around a painted track. Children, therefore, learn to negotiate space successfully, adjusting speed or direction to avoid obstacles. Children's early literacy is supported and extended outdoors as they take pleasure in rhyming and rhythmic activities, while books are arranged in an attractive decked area for adults and children to enjoy together.

Children's enjoyment of spoken and written language is appropriately supported through the provision of interesting and stimulating play opportunities and conversations with staff. However, not all staff consciously model language to show children how to pronounce or use words correctly, or to extend their range of vocabulary even further. Staff in the baby and toddler rooms do not always model building sentences. For example, by repeating

what children say and adding another word. This means that opportunities are sometimes missed to fully support young children's communication and language development.

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

An effective key person system means that children form close relationships with the adults who care for them. For young children, this enables them to use their familiar adult as a secure base from which to explore independently and return for reassurance as and when needed. This greatly contributes to children's positive emotional well-being. The nursery management team give close consideration to how children are assigned a key person and this supports the effectiveness of the system. For example, interactions between children and staff are closely observed during children's initial settling-in visits to identify a natural bond. Partnerships with parents are quickly formed as information about children is shared. The nursery ethos supports an open-door policy which ensures that parents are warmly welcomed into the nursery each day. This inclusive practice nurtures the regular two-way flow of information being shared between staff and parents and means that children's development and learning is well supported.

Policies, procedures and risk assessments are implemented and are highly effective. Staff are consistent in their practice and, consequently, children are kept safe and well. Staff provide continuity for all children in their care. As a result, children are familiar with the daily routines of the nursery and they respond well to a few appropriate boundaries. This is evident as children move happily, sensibly and confidently from room to room within the nursery three-storey building. Children's understanding during times of transition is well supported because staff plan extra time for helping children when they move between different groups in the same setting. The environment is generally well organised with staff deployed effectively to supervise children sufficiently. Resources are plentiful and readily accessible at child height. This means that children can make independent choices. Because sufficient equipment is provided for children to share, waiting to take turns does not spoil enjoyment. This greatly contributes to children displaying positive behaviour. Children's behaviour is managed with a strong focus on praising effort. Positive behaviour is reinforced with the use of sticker rewards and 'star of the day' boards in the toddler and pre-school rooms.

The nursery takes extremely positive measures to promote healthy lifestyles with the children. For example, they employ a cook who provides weekly menus and who prepares and serves fresh organic food each day from the self-contained kitchen. Children's dietary requirements are met and rigorous procedures are in place for children with specific dietary needs to minimize risk. For example, the nursery operates a colour coded placemat system as an extra safeguard. Children's social skills are widely supported because all staff encourage good table manners and children learn to sit well and use tableware safely and appropriately. Pre-school children learn about portion control by self-serving their own meals and drinks. This helps children to understand their own personal needs and the needs of others. It also supports children in making healthy choices, which promotes their own well-being. A number of staff are trained in paediatric first aid, which supports children's safety while at the nursery.

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

The safety and welfare of all children is a high priority for the staff and management of the nursery. Thorough recruitment, induction and vetting processes ensure the suitability of all staff and greatly contribute to the safeguarding and welfare requirements of the Early Years Foundation Stage being met. The distinct leadership within the nursery ensures that supervision and training have a very strong focus on safeguarding and child protection. Policies and procedures are regularly reviewed, updated and implemented. Staff demonstrate their acute awareness of the safeguarding policy as they work closely together to safeguard children. For example, staff explain to new parents the correct procedures for collecting children from the nursery building. Through a shared knowledge and understanding, staff have a clear awareness of their roles and responsibilities. As a direct result, children are well supervised in all nursery rooms, at all times. This is achieved through the effective deployment of staff with competent room leaders using in-house telephones to call from one room to another. Staff communicate clearly while the children are supported to move safely to other areas within the nursery setting.

Partnerships with parents are well established. This is because parental involvement is positively encouraged from the child's entry point to the setting. Careful consideration is given to each individual family so that the settling-in period for all new children, is tailored to their particular needs. Staff work closely with parents and encourage them to share as much information concerning the child as possible. As a result, staff build up a good knowledge of children's development, abilities and interests and use this shared knowledge and understanding to plan with parents and think through ideas of how to move the child forward in their development. An effective key person system ensures that learning opportunities and next steps are planned for individual children in the nursery and the home. This process builds on what parents already know and do already with their child, and supports their confidence and knowledge in how to extend and strengthen the home learning environment. In addition, staff seek opportunities to encourage parents to participate in the assessment process. For example, when completing the progress check at age two. Parents are regularly invited to informal 'stay and play' sessions as well as more formal parents evenings held once a term, to share children's progress.

Staff have formed strong links with outside agencies to support children when there are shared concerns with parents about children's development. Through the establishment of respectful relationships, staff prepare for discussion with parents with children with special educational needs and/or disabilities. They review and reflect upon children's development with sensitivity, so that they can achieve the best for children. Self-evaluation is a continual process and highlights manager's drive for improvement to support children to make the best progress. The nursery manager is highly motivated and very enthusiastic. She has clear and ambitious plans for the nursery's future, focusing on structural changes to further support children's independence and make use of available space for purposefully planned quality teaching. For example, additional technology resources have recently been purchased for the proposed Information, Communication and Technology suite. Significant improvements to the outdoor areas have already been made and are beginning to support children's learning and achievement outside really well. Development

plans are clearly recorded and include realistic time scales for implementation. Managers and staff are also well qualified and continue to develop their skills by accessing relevant training courses. This supports the continual improvement in the nursery. However, while the well-documented drive to further improve achievement for children is supported by senior management, it is too early to see if improvements in children's achievement are consolidated and sustained.

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	EY343949
Local authority	Northamptonshire
Inspection number	863025
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	109
Name of provider	Magic Nurseries A Ltd
Date of previous inspection	04/05/2011
Telephone number	01604 712098

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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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