

The Day Nursery In Towcester

6 Watling Street East, TOWCESTER, Northamptonshire, NN12 6AF

Inspection date	10/03/2014
Previous inspection date	14/08/2009

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

- Good teaching allows children to make consistently good progress across all areas of learning.
- Children are kept safe through comprehensive knowledge from the staff and a secure environment.
- The nursery is well-managed, with key strengths and areas to develop further clearly identified, this means the nursery is constantly striving to improve the quality of their provision.
- Partnerships with parents are good, detailed communication takes place on a daily basis and this allows continuity between the nursery and home environment.
- Children play an active part in planning the environment and accordingly they are engaged in their learning.

It is not yet outstanding because

- The youngest children's opportunities to explore a range of natural materials in order to allow them to fully explore their texture are occasionally limited.
- Staff are deployed appropriately to ensure children's safety, however, not always to maximise the learning opportunities for children.

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 premises.
- The inspector observed activities with the toddler and pre-school children and the outdoor area.
- The inspector conducted a joint observation with the manager.
- Assessment records, planning documents, policies, qualifications of the staff and their suitability was checked.
- Discussions were held with parents, staff and children.
- A meeting with the manager was held.

Inspector
Ben Hartley

Full report

Information about the setting

The Day Nursery in Towcester was registered in 2005. It is a privately owned provision situated close to the centre of the town. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is accessible for all children, and children attend for a variety of sessions. There are currently 37 children on roll. The nursery provides funded education for three- and four- year-old children. The nursery supports children with English as an additional language. There are 12 members of staff employed to work with the children, of these, nine of these hold appropriate early years qualifications. One member of staff holds a level five qualification in early years. Opening times are Monday to Friday 7.30am until 6pm. The pre-school children are based in two rooms on the ground floor. Babies and toddlers are based in four rooms, including separate sleep rooms on the second floor. There are enclosed areas for outside play.

What the setting needs to do to improve further

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

- provide additional opportunities for the youngest children to access a range of natural resources in order to promote their exploration skills further

- consider how staff can be deployed more efficiently in order to consistently maximise learning opportunities for children.

Inspection judgements

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

The overall quality of teaching is good, with quality interactions taking place between the staff and children. This means that children's learning is extended on a consistent basis and they are allowed opportunities to develop their own ideas. Children enjoy the opportunities to be involved in the planning of their environment. For example, there is a board where children identify activities they would like to take part in throughout the day. Staff then use the activities specified by the children to provide them with learning opportunities. This ensures that children are consistently engaged in the activities they are taking part in. Assessments are regular and precise and this allows the nursery to utilise the information to plan appropriate activities for children's individual learning needs. This ensures that children are making good progress. The nursery supports children with English as an additional language skilfully. For example, using pictures with key words in order to help with their understanding. Additionally, staff are due to attend sign language training to provide children with additional support. There are some imaginative learning opportunities and experiences that the children enjoy taking part in. For example, during

an activity using ice paint the children fully explore the resources within the activity, engaging themselves fully. However, on occasions some opportunities for younger children to explore textures in this manner are more limited.

The nursery is focused on increasing children's readiness for school. For example, they have started to use a phonics scheme in order to promote children's language development. Additionally, the partnership with the local school allows them to learn about teacher's expectations and prepare their children accordingly. Children benefit from the opportunities to engage with ICT equipment and they demonstrate good skills in utilising this equipment. On occasions they show and tell the staff how to use the computer more efficiently. The staff utilise the outdoor environment well to offer children a range of learning experiences. For example, the children enjoy drawing with chalk on the floor and allows them to use equipment on a larger scale. The nursery provide children opportunities to develop their independence. For example, young children are given opportunities to engage in their own choices of play activities without adult support. This means they are able to build towers using their increasing good fine motor skills. Children are given additional opportunities to engage in more rigorous play opportunities through the use of large building equipment and resources that they can climb on. This supports children in their development of physical skills.

Parents comment very positive on their relationships with the nursery, in particular the warmth of the staff and the care and affection they showed for their children. Additionally, they were very pleased with the communication and felt that this allowed their learning to be continuous between the home and nursery. The nursery have regular parent's evenings in order to share relevant information with parents. Additionally, parents commented that during the brief interactions they have shared with the owner, she has been welcoming and willing to respond to any issues or concerns quickly.

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

Children enjoy the calm environment and they remain happy, settled and engaged in play throughout their time in the nursery. There is a wide range of resources and activities for the children to take part in. However, the opportunities for the youngest children to engage in play with natural resources are occasionally limited. Children form secure attachments with caring and friendly staff, particularly in the baby room. This is partially facilitated through an effective key person system that allows children and their families to develop relationships in order to support children in their learning. Consequently, children have positive emotional well-being. This also means that children are learning to manage risks and learn about how to maintain their own safety within their play. For example, the staff plan an activity for children to learn about road safety by setting up a road crossing in the outdoor environment. Children then use the stop and go signs to control the children passing through on their bikes. Staff demonstrate a good understanding of the importance of allowing children to take risks.

The nursery is teaching children about the importance of healthy eating, providing them with opportunities to engage in physical activity on a daily basis. They also cater for children's individual dietary requirements well. The environment is safe and secure,

consequently, children are kept safe. Risk assessments for the indoor and outdoor environment are completed on a daily basis. Staff demonstrate a good understanding of how to protect children and are deployed effectively in order to further promote their safety. However, on occasions they do not maximise the use of available space in order to provide children with the widest possible range of learning experiences, particularly within the baby room. For example, following the babies having snack they all gather in one of the play rooms whilst the other room is cleared. Following the cleaning, staff do not utilise the space to provide the children with additional learning experiences and opportunities.

Children within the nursery are well-behaved and staff manage behaviour consistently using appropriate strategies that are consistent with policy. For example, when children accidentally hurt each other during their play, staff encourage them to consider that their actions hurt their friends and give them a cuddle to apologise. Children respond well to this strategy. Staff demonstrate a good knowledge of the children in their care and tailor care routines according to individual needs. For example, one particular child likes a lengthy sleep during the morning and this is incorporated into the daily routine. The environment allows children time and space away from the main play areas in which to sleep. There are different areas available for sleep according to children's individual needs and preferences. Other care procedures such as nappy changing are well organised to be incorporated easily into children's routines, causing minimal disruption to play.

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

The nursery is managed well, this is demonstrated by the seamless transition of the manager fitting back into the nursery following maternity leave. The management team works well together to ensure a good overall quality within the nursery. The responsibilities are shared appropriately and this allows there to be a focus on implementing their own individual role to ensure smooth running. There is a high priority given to safeguarding, including robust procedures that support all the staff in keeping children protected. This includes a robust procedure relating to recruiting new staff to ensure their suitability to work with children, including taking up references for all new staff. The manager has good communication skills with both staff and parents, and this ensures there is good continuity of care within the nursery. The management team consistently evaluate the quality of provision and this ensures that there is a consistent strive for improvements. For example, the nursery have identified that the children would benefit from an improved area for exploration within the outdoor environment. Accordingly, they have planned to develop a mud kitchen to give children these additional experiences. Staff are involved in this process and this allows them to express their opinions and try new ideas to try and improve provision further.

The manager reviews the quality of teaching consistently, this gives the staff consistent feedback and allows them to make improvements. This is achieved through formal and informal reviews with the staff. There are opportunities for the manager and the staff to identify any training needs. These are booked promptly and demonstrates the commitment of the staff to their own professional development. The staffing team hold a high level of qualifications and this benefits the overall quality of the teaching throughout

the nursery. The quality of qualifications and commitment to ongoing professional development has a positive effect on the overall quality within the nursery. The manager monitors the educational programme, this ensures that planning and assessment are accurate and support children in their learning.

Good partnerships with parents allow the nursery to meet children's individual learning needs and support the needs of the family. Parents comment very positively on the daily communication, this includes a written diary for the younger children that details their food intake, nappy changes and sleep. Effective partnerships with others have also been developed. For example, working with the local authority in order to analyse and improve provision. Additionally, there is a good link with the local school in particular. For example, the nursery children attend on a regular basis in order to help them become accustomed to the environment.

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	EY298096
Local authority	Northamptonshire
Inspection number	952703
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	37
Name of provider	Christina Margaret Alexandrou
Date of previous inspection	14/08/2009
Telephone number	01327 359647

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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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