

Nene Valley Day Nursery

40 Park Road, PETERBOROUGH, PE1 2TG

Inspection date

Previous inspection date

21/03/2014

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 are motivated and keen to learn in this inclusive and welcoming nursery. Carefully thought out play areas both inside and out provide children with good opportunities to be active, engaging in exploratory play.
- Key person relationships are strong, children have developed close emotional bonds with staff. They know the children well and plan effectively for each individual child based on their interests and developmental needs.
- Effective partnerships with parents are in place, which enables children to benefit from a coordinated and supportive approach to their care, learning and overall welfare.
- Children are safeguarded well, as staff demonstrate good knowledge and understanding of how to protect them, and the correct procedures to follow.
- The management team have high aspirations for the nursery. They demonstrate a robust focus and vision for the future, with clear areas for improvement identified, which will strengthen practice and further enhance children's experiences.

It is not yet outstanding because

- Overall, the outdoor area is developing well, providing a range of interesting activities. However, there is scope to improve children's access to more natural resources and materials that enable them to learn more about the natural world.

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 children's activities in the toddler room, pre-school room and the outside learning environment.
- The inspector held a meeting with the manager, and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation documents and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carly Mooney

Full report

Information about the setting

The Nene Valley Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the centre of Peterborough, Cambridgeshire. The nursery serves the city and beyond, and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 6. The nursery opens Monday to Friday, all year round, from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 54 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.

What the setting needs to do to improve further

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

- enhance the outdoor area to include further resources and materials, to enable children to explore and learn more about the natural world around them.

Inspection judgements

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

Staff organise the nursery well, ensuring children of all ages can easily access a broad range of toys and equipment, resulting in them being active and independent learners. They demonstrate a clear understanding of how children learn through play, supporting them well during activities. As a result, children have good opportunities to enhance their development across all seven areas of learning. Teaching is good, and a range of effective methods are used. For example, pre-school children are supported well to write their name in Mother's Day cards they have made. Staff encourage children to find their name card to use as a reminder and to sound out initial letter sounds, as they make good attempts to write it. Children place the cards in envelopes, which leads to a conversation about post offices. Staff extend and support learning as a post box is provided to post the cards in. They encourage children's thinking skills, as they remind them that they need to put their address on the envelope and ask, 'What number do you live at?'. Children are then supported to use a number line, to find the number they need and 'write' it on their envelope. Activities, such as this ensures that children are making good progress towards the early learning goals, and gaining sufficient skills for the next stage of their learning, such as starting school.

Children's communication skills are fostered well by staff, who understand the importance of children being able to convey their wants and needs. For example, during play and routines staff repeat words to the youngest children and those who speak English as an

additional language. This reinforces pronunciation, encouraging children to practise their new skill further. The environment is rich in text, both inside and out, and resources, such as name cards and writing on food packets in role play, helps children to understand that print carries meaning. Children are encouraged to develop a love of books from a young age. Toddlers enjoy the interaction from staff, and bring books over to them to look at together, asking the staff member to, 'read it me' as they settle down on her knee. Books are also used to support outdoor learning. For example, as a visual aid when looking for bugs. Children access the outdoors every day. The garden is developing well, providing children with a range of activities, such as role play and sensory play with water and sand. However, while in general the outdoor area provides sufficient interest and challenge, it has not yet been fully developed to promote learning across other areas of development. For example, there is a lack of natural resources and materials in the garden, which limits children's opportunities to explore the natural world.

Planning is effective in providing a broad range of interesting daily activities, based on children's interests and individual learning needs. Staff evaluate the progress children are making through regular assessment, and demonstrate through discussion that they know children well. Records are regularly monitored for effectiveness to ensure children are making good progress, and that any gaps in learning are effectively planned for. Staff complete daily activity sheets for parents, speaking to them in-depth at collection time, so they are always aware of the progress their children are making. Reviews of development, such as the progress check at age two are shared, and parents share learning from home on an achievement board displayed in the nursery.

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

An effective key person system ensures children and their families develop secure emotional attachments with staff, feeling warmly welcomed into the nursery. There is a clear appreciation for the diverse backgrounds of the children who attend, and close partnerships with parents have formed to support children's well-being. New starters settle quickly in their surroundings due to the stimulating environment, and kind and caring nature of all staff. Toddlers seek out familiar staff for cuddles, and all children are confident to approach staff for help when needed. Small babies show they feel happy and content, as they smile and coo excitedly when being gently spoken to by a member of staff. Children are supported well as they move from one base room to the next. There is an effective exchange of information between key persons, and a gradual settling in period. Parents play an active role in this process, and their input and support is valued. Clear systems are in place to support children's move from nursery to school in the summer term, including visits from teachers.

The nursery has a calm and relaxing atmosphere, where children are constantly busy and occupied, resulting in good behaviour on the whole. Staff are consistent in their handling of any small conflicts, through timely interventions where needed, teaching children how to negotiate and interact in a positive manner. Staff consistently praise and acknowledge children for their progress and achievements, encouraging good levels of self-esteem. Children have good opportunities from a young age to develop their own independence and self-care skills. For example, at mealtimes, toddlers and pre-school serve themselves,

pour their own drink and scrape their plates when they have finished. They learn to take acceptable risks in their environment by using a real knife to cut up their food themselves, supported by members of staff. Staff are deployed well both, inside and out, to provide continuous supervision of children, which contributes to their overall safety and welfare.

A clear emphasis is given to promoting children's good health and hygiene. They independently access water throughout the day, blow their own noses and brush their teeth after eating their lunch. Children enjoy healthy and nutritionally balanced meals and snacks, prepared fresh each day. They learn about those foods that are healthy through activities, and visit the local market to buy fruit and vegetables, which they help turn into vegetable soup for a snack. Outdoor play in the fresh air is incorporated well into the daily routine, as children are unable to access the outdoors independently due to the layout of the building. There are good opportunities for children to develop their physical skills during activities, for example, balancing on beams in an obstacle course, and riding a bicycle in and out of cones.

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

The nursery is led and managed well by a strong management team, committed to providing children with a quality early years' experience. Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training, and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Furthermore, staff demonstrate clear knowledge and understanding of how to report concerns about children in their care. Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Regular supervisions and team meetings helps to ensure staff continue to remain suitable for their role. Thorough inductions take place, new staff are monitored closely for their effectiveness. Clear consideration is given to keeping children safe within the nursery. This is supported well by thorough policies and procedures that are understood by all staff, and implemented effectively to protect children. Staff to children ratios are adhered to at all times, and in some cases exceed requirements. Children are supervised effectively at all times. The premises are secure, monitored by close circuit television. Parents and visitors are unable to enter the building without being let in by staff. Staff enter by face or fingerprint recognition. Thorough risk assessments and daily checks are in place, ensuring children play in a safe environment.

Staff demonstrate a secure knowledge and understanding of the requirements of the Early Years Foundation Stage, including the learning and development requirements, and strive to deliver an effective and enjoyable learning experience for all children. Educational programmes are monitored and, as a result, children benefit from a broad range of experiences that supports their positive progress towards the early learning goals. Staff are well-qualified and experienced. They are encouraged to develop professionally, attending regular training that benefits the children in their care, such as speech and language support. Clear plans for improvement identify those areas of development which will improve practice and enhance children's experiences over time. For example, safety flooring in the garden, and a separate area for non-walking babies outside. The nursery's

improvement plans are regularly reviewed and revised as targets are implemented, and new ones take priority. Clear focus and dedication by managers indicates that the nursery has good capacity to further improve.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Parents are warmly welcomed into the nursery, and invited to regular events that involve them in their children's pre-school life, such as a Mother's day picnic and 'stay and play' sessions. Parents speak positively about the nursery both verbally and in written feedback. They state that they feel very welcomed, and that their children participate in plenty of activities and days out. Regular newsletters keep parents informed of activities and events, and how children's learning can be supported at home. Overall, the nursery is organised effectively to create a warm and welcoming environment in which children feel safe, secure and happy.

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	EY438581
Local authority	Peterborough
Inspection number	960329
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	54
Name of provider	Graham Young Learning Experience Limited
Date of previous inspection	not applicable
Telephone number	01733 330 087

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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