

Alton Manor Private Day Nursery

Gregory's Way, BELPER, Derbyshire, DE56 0HS

Inspection date

22/04/2014

Previous inspection date

01/05/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 develop close bonds and friendships with the staff and their peers. This means that they are generally happy and enjoy their time at the nursery.
- Robust recruitment policies, procedures and practices help to ensure that children are kept safe.
- Appropriate strategies to engage parents and outside agencies in children's learning help to ensure that children make good progress.

It is not yet good because

- The quality of some teaching and staffs' interactions with children varies. This means that not all children are not well supported to make the most of the learning environment and their attention can waiver as a result.
- Children lack regular opportunities to develop early mathematical skills through everyday play.
- The lunchtime routine in the two to three years age group does not always effectively promote children's self-help skills and independence. In addition, staff are not always vigilant in ensuring that good hygiene practices help to keep children healthy.
- Settling-in procedures are sometimes not followed effectively, which means that not all children are emotionally well supported when they start at 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 observed activities in all the playrooms and the outside play area of the nursery.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector held meetings and carried out a joint observation with the manager and management team.
- The inspector viewed a range of documents including children's profiles, staff suitability checks and a selection of the policies and procedures.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Alton Manor Private Day Nursery opened in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in detached purpose-built premises in the Belper area of Derby, and is managed by Treetops Nurseries Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. Overall, the nursery employs 23 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including one with degree status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 170 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 with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the consistency and quality of teaching methods used by staff, such as questioning techniques, so that children receive good support during activities to help them make good progress.

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

- enhance the information gathered about all children prior to them starting at the nursery to ensure their well-being is fully supported during their initial sessions
- develop the organisation of the lunchtime session for the two- to three-year-old children to enable them to increase their independence and self-help skills
- increase opportunities for children to further develop their early mathematical skills in everyday play
- develop the existing good hygiene practices so they are fully embedded in staff knowledge and practice to support children to keep healthy.

Inspection judgements

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

The nursery provides a visually vibrant and stimulating environment for children. Throughout the nursery resources are presented in a welcoming and inviting way, which means that children are generally motivated to participate in learning. An effective range of activities generally support development across the areas of learning. An appropriate balance of adult-led and child-initiated activities means that children receive mostly attentive support from staff and make steady progress. However, the quality of teaching is variable and interactions between staff and children are not always effective to ensure that learning experiences consistently promote children's ongoing learning. Staff have a reasonable understanding of how children learn best and demonstrate suitable teaching skills, which support the children as they learn. For example, some staff ask questions which encourage the children to think for themselves. However, the use of these good teaching methods is inconsistent and therefore staff do not always support all children sufficiently to make the most of the activities provided and enable good progress to be made, as a result, some children occasionally become bored or disengaged.

Babies and children develop appropriate physical skills and enjoy opportunities to discover and explore. Babies enjoy experimenting with different textures and materials and are given appropriate support and encouragement to develop their coordination and mobility. For example, strategically placed toys encourage new crawlers to reach and extend their movements. Older children develop dexterity and coordination when playing with malleable materials. For example, they use a variety of tools to cut and roll dough, and enjoy talking about the different textures. Outside, children run, climb, balance and use wheeled toys. They dig in the mud, plant seeds and look for worms. Recently planted sunflowers spark conversations about how to look after them and children are gaining a good knowledge about the world around them. Children are well supported in their acquisition of communication, language and literacy skills. Babies and young children are encouraged to use simple words and form sentences and some older children can hold meaningful conversations and listen attentively. Children are provided with quiet and comfortable areas to share books with their friends and show enthusiasm for their favourite books, which staff read to them. An effective use of expression and tone helps to keep children motivated and they giggle together as they enjoy the story. A suitable selection of resources is available to encourage the children to write and express themselves creatively, which they freely use to make marks as they play in all areas of the environment. Children hunt for buried gold coins and demonstrate a good recognition for numbers. However, opportunities for children to count and explore other mathematical concepts, such as size are not always fully encouraged through everyday play.

Regular observation and assessment of children's development means that staff have a reasonable understanding of children's abilities and generally have high expectations for their future learning. Consequently, staff ensure that children have the basic skills needed for school. Key persons mostly gather appropriate information when children first start. They hold meaningful conversations with parents who are generally encouraged to complete 'All about me' booklets to share their children's likes and dislikes. An initial

assessment of the children's capabilities, along with this information provides staff with reasonable starting points for each child's learning. Staff are then able to plan activities, which are of interest to the children at their initial sessions. This helps most children to settle quickly at the nursery. Key persons use information from ongoing observations to track development and identify the next stages in learning for children. Planning is child-led and staff encourage children to share their interests, which they skilfully use to shape the learning each day. For example, a birthday party initiates children's curiosity about pirates and staff provide opportunities for children to dig for treasure and role play in the pirate ship. This generally helps them to be motivated to learn. Staff share sufficient information with parents about their child's learning and development on a daily basis. In addition, parents are invited to attend parents' evenings where key persons share written assessments and discuss any emerging needs. Strategies to further engage parents in their children's learning are well developed and help to promote a continuity of learning at home.

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

Staff at the nursery are approachable, caring and affectionate. They share cuddles with children and ask about their well-being. This means that most children form close bonds with the adults easily. Strong relationships with parents help to ensure that information about children's needs is generally shared effectively with key persons each day. This means that overall children's emerging needs are supported well. In the main, settling-in procedures allow time for children to become familiar with key persons and routines, which means that children commonly settle well into the nursery. However, occasional lapses in staffs' practice means that some new children are not as well emotionally supported when they first start. Older children develop close friendships with each other. For example, they laugh, smile and share jokes together as they play, which demonstrates that they enjoy each other's company. Therefore, children are typically happy and enjoy their time at the nursery. Staff are effective role models as they are polite and respectful and use appropriate strategies to support learning, such as using positive language to promote good behaviour. This helps children learn to use suitable manners well. Staff praise children's achievements appropriately and this helps the children to develop generally good self-esteem. Children play cooperatively together and strategies to manage children's behaviour are well embedded into staff practice. For example, they intervene effectively to clearly explain their expectations for behaviour. As a result, children learn how to behave well.

The environment is arranged effectively to enable children to make choices as they play. The sound range of resources provided is developmentally appropriate and stored at children's heights, which allows them to access these independently. Staff are deployed effectively throughout the nursery to meet the needs of the children and supervise them efficiently to promote their well-being. Staff encourage children to learn how to keep themselves appropriately safe and provide opportunities for them to gain an understanding of risk. For example, they are encouraged to climb while staff remain close by. In addition, the children participate in fire drills and are reminded how to use the bikes safely. Children's independence is generally effectively promoted throughout the nursery. For example, older children use toilet facilities by themselves and staff support the

younger children to learn how to put on their own shoes and coats. As a result, children are independent learners. Staff provide children with sufficient opportunities to move and play both indoors and outside, which helps to promote their physical skills. For example, they dance and play instruments as they move to music.

Children are provided with a healthy range of snacks and meals, which are freshly prepared each day. Children can access drinks and snacks independently throughout the session and develop an understanding of healthy foods through discussions, such as why we eat certain foods. Meal time routines in the pre-school room further support children's independence. Older children serve their own food and are encouraged to take responsibility for tasks, such as clearing the table themselves. In addition, meal times are social occasions where staff sit with children and engage in meaningful discussions with them. For example, they discuss favourite foods and meals that the children have at home. However, the meal time routine in the two- to three-year-olds room is not sufficiently developed to further encourage independence. In addition, because meals are served on the table prior to children washing their hands, good hygiene practices are not always well promoted. In general, children learn effectively about the importance of good hygiene because staff explain to them about healthy food and keeping clean. However, an occasional lapse in staff hygiene practices, such as not washing their hands after wiping children noses, does not fully reinforce this aspect of children's learning.

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

The management team has a clear understanding of their responsibilities to meet the safeguarding and welfare requirements, which means that children's welfare is well promoted within the nursery. Robust recruitment policies and procedures are in place, which help to keep the children safe. All staff are appropriately checked to ensure that they are suitable to work within the nursery prior to employment. All staff attend regular training to continually develop their understanding of how to keep children safe from harm. Subsequently, staff have a comprehensive understanding of child protection procedures and whom to report any concerns to in order to keep children safe. Suitable arrangements are in place to ensure the required staff ratios are maintained and children are well supervised at all times. Policies and procedures are in place to support the running of the nursery, which staff implement effectively in their daily practice. Staff carry out daily risk assessments which identify potential hazards and these are quickly minimised. Staff respond quickly and appropriately to accidents, which helps the children to feel safe and secure in the nursery.

The management team has an understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. The manager reviews planning documentation to ensure that children's next steps in learning have been planned for to ensure that play is purposeful and developmentally appropriate. Staff are well supported to carry out assessments of children's skills and abilities and demonstrate an accurate understanding of how best to encourage further progress. This means that children's learning is monitored effectively. As a result, children are developing well in all seven areas of learning. Overall, the quality of staffs' practice is monitored appropriately

through supervision discussions and annual appraisals conducted by the manager. An in-depth induction programme ensures new staff learn the routines of the nursery and regular opportunities for staff to attend in-house training to extend and refresh their knowledge, understanding and skills are provided. As a result, in general staff are adequately trained and qualified to meet children's needs. Through the observation of staff practice the manager has identified that some teaching methods require further improvement. However, this has not yet been fully addressed to ensure that children are effectively supported to make the most of the activities provided.

The management team are extremely passionate and committed to improving the quality of the nursery and recommendations from the previous inspection have been implemented into practice. Staff are motivated to develop the environment and practice to enable all children to make good progress. Managers reflect effectively on the care and education provided and have developed in-depth action plans to overcome weaknesses and meet the emerging needs of the children. For example, they plan to create a new under two's unit. Input from parents, children and staff into the development of the nursery means that they are actively involved in shaping the future of the provision. The nursery has a sound knowledge and understanding of working in partnership with parents. Parents are generally happy with the care which their children receive. An ongoing process to establish the parents' views is embedded into practice and good information is shared with parents on a daily basis. In addition, there are appropriate systems in place to manage any concerns that parents may have about the provision. Parents are engaged in their child's learning at home. Staff are clear about the importance of working with other professionals and have exemplary relationships with outside agencies. This means that the needs of children with special educational needs and/or disabilities are extremely well met throughout the nursery.

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	EY227321
Local authority	Derbyshire
Inspection number	965681
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	170
Name of provider	Treetops Nurseries Limited
Date of previous inspection	01/05/2013
Telephone number	01773 829242

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

