

Nightingales Day Nursery

382 Bowthorpe Road, NORWICH, Norfolk, NR5 8AG

Inspection date

24/09/2014

Previous inspection date

16/12/2013

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 develop strong attachments to their key person and are generally happy and well settled. Consequently, parents are reassured because their children develop confidence and enjoy their time at the nursery.
- Children have good opportunities to develop their physical skills and take age-appropriate risks in the safe and secure outdoor environment accessed directly from each room.
- Staff use observation and assessment appropriately to identify and plan for children's next steps in their developmental progress during adult-led activities. As a result, children are developing the key skills to support their next stage of learning.

It is not yet good because

- Staff do not always make the most of learning opportunities, especially during child-initiated play and everyday routines, to ensure all children make good progress. Self-evaluation does not focus sufficiently on raising the overall quality of teaching and as a result, there is some variation in the quality of staff interactions.
- Staff and resources are not always deployed effectively to ensure children receive a high quality nursery experience.
- Some of the documentation required by the Early Years Foundation Stage to support the running of the nursery, was not available for inspection.

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 had a tour of the premises and observed activities in one playroom and the hard-surfaced area of the outside learning environment.
- The inspector held meetings with the manager and spoke to staff and children during the course of the inspection.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, 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.

Inspector
Gill Thornton

Full report

Information about the setting

Nightingales Day Nursery is privately owned and was registered to the current owner in 2002 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a residential area of Norwich. The nursery operates from the ground floor of what was originally a private dwelling. Children are cared for across three main play areas and there is an enclosed area available for outdoor play. The nursery opens five days a week, from 8am until 6pm, for 50 weeks of the year. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports a small number of children who speak English as an additional language. There are currently six staff working directly with the children, all of whom hold an appropriate early years qualification, including the manager who has early years professional status. Four of the staff have a qualification at level 3 and one at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the quality of teaching to ensure all staff provide good quality interactions and make the most of learning opportunities during daily routines and child-initiated play, so that all children make good progress in their learning and development
- ensure staff and resources are deployed effectively and efficiently, both indoors and outside, to meet the individual needs of the children attending. This is with particular reference to when children of mixed ages are all cared for in one room
- ensure that all required documentation is easily available for inspection, such as copies of first-aid training certificates and records of the date of issue of Disclosure and Barring Service checks and who they were obtained by.

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

- develop self-evaluation to prioritise areas for improvement and the action required to raise the overall quality of teaching and learning.

Inspection judgements

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

Staff have an appropriate knowledge of how children learn and make progress. They observe children's play and accurately assess their stage of development. As a result, they are able to plan appropriate adult-led activities, which promote children's next steps in learning. Consequently, children are developing the key skills to support their eventual move to school when the time comes. The educational programmes cover the seven areas of learning and generally reflect children's interests. As a result, children are mostly engaged in their play and interact well with each other as they share their ideas and experiences. For example, older children enjoy playing in the well-thought-out role-play hairdressers. Staff engage well with children to promote their enjoyment as they style the children's hair and put their hair in rollers. Children and staff laugh together and children enjoy pretending to wait for their hair to dry while they look at magazines. However, staff do not always make the most of teaching opportunities to extend children's learning and provide further challenge. For example, staff make little use of the attractively displayed words relevant to hairdressing activities and children are unable to access writing resources to explore their interest in writing for a purpose.

Children are happy and generally enjoy their time at the nursery. However, there are variations in the quality of teaching and there are occasions, especially during everyday routines, when activities are mundane and lack good levels of challenge. As a result, not all children make good progress. For example, while the numbers of children attending the nursery are low, children of mixed ages are all cared for in one room. However, the daily routines and organisation of the room result in children having little opportunity to initiate their own play. For example, after breakfast a group of children enjoy playing together with dolls in pushchairs and using recycled food packages in a shopping trolley to pretend to make the dolls' breakfast. However, these resources are tidied away into a locked cupboard before children sit down together for snack time. In addition, before going outside the manager tries unsuccessfully to engage a group of children and babies with a book while other staff change nappies or find wellington boots for the children to wear. Consequently, such changes in routines result in unnecessarily interruptions in children's play as they wait for staff to deal with everyday routines. Children benefit from having direct access from each room to the outdoor area, which provides them with good opportunities to engage in physical activities. The manager successfully follows children's interest in the tracks their bikes make, as they ride them through the puddles. She provides children with a large sheet of paper and dishes of paint for them to roll small vehicles through. As a result, children discuss the different colours and marks they make. However, during this time other staff are more engaged in routines activities, such as writing in children's daily diaries or printing forms, than supporting and encouraging children's play.

Children develop their understanding of mathematical concepts as the manager brings a box on interlocking shapes into the outdoor area. She encourages the children to work out how they fit together and remarks that they have built them taller than they are. During a planned activity linked to the theme of autumn, children enjoy painting with acorns and

conkers after they collected natural resources during a walk the previous day. Children develop their hand-to-eye coordination as they tip trays to make the conkers rolls around and make marks with the paint. Staff encourage them to notice colours and relate them to the changing season. As a result, children develop their knowledge of the world around them. Parents are kept up to date with their children's progress through daily discussions with staff. They enjoy looking at their children's learning journals, which are attractively presented with photographs and examples of children's artwork. Three-monthly summaries provide parents of details of their children's progress within the seven areas of learning. As a result, parents are generally knowledgeable about their children's learning in the nursery so they can support their progress at home.

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

Children develop strong attachments to their key person and are generally happy and well settled. Consequently, children develop confidence and enjoy their time at the nursery. Staff respect parents' wishes about children's care routines. For example, they follow some parents' preference for their children to sleep in a pushchair rather than in a cot. Children mostly sleep in the sleep room next to the baby room. However, when children are all cared for in the toddler room, the sleep room is another room away. Staff are vigilant about checking sleeping babies every 10 minutes and leave the door open into the next room and check that they can hear if babies cry on waking. As a result, babies sleep undisturbed and awake happy and refreshed. Settling-in procedures follow parents' wishes about how long or short a time they remain with their children before leaving them for the first time. Information is gathered in an All about me document, so that key persons have appropriate information to meet children's individual needs. As a result, children become emotionally secure and babies begin to develop the confidence to explore their environment knowing a trusted adult is nearby.

Overall, the nursery is sufficiently resourced with appropriate toys, furniture and equipment. However, when all children are cared for together in one room they have less opportunity to make independent choices in their play as staff limit what toys are available to ensure they are safe for babies and the youngest children. As a result, older children are not always sufficiently stimulated by the available resources. Staff use appropriate strategies to encourage children to learn to share and take turns with popular resources, such as the pushchairs. As a result, children behave well and learn to take account of the needs of others. Children are developing an understanding of a healthy lifestyle. They enjoy healthy options at meal and snack times. Children talk to staff about the food they like and comment that drinking milk makes them big and strong. Staff supervise children to ensure they follow appropriate hygiene routines, such as washing their hands before eating and after using the toilet.

Children enjoy physical play in the outdoor area. A line of conifer trees provides shelter from the rain as children excitedly ride bikes and competently steer round each other. Children are able to take age-appropriate risks in a safe and secure environment. For example, older children use plastic stepping-stones to provide challenge that is more

physical and the manager praises them for their good idea. However, the outdoor environment provides few other learning opportunities. For example, although it contains a plastic playhouse, there are no associated resources outside to promote children's interest in playing in it and the raised grassed area is rather unkempt and neglected.

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

The leadership and management of the nursery understand their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are confident in their roles and responsibilities to protect children and the action to take if they have any concerns about a child's welfare. The nursery is secure and staff supervise children appropriately to promote their safety and well-being. Appropriate checks are carried out on staff to ensure their suitability to work with children. For example, appropriate references are taken up and Disclosure and Barring Service checks are obtained. However, records of these are not fully in line with requirements, as they do not include the date of issue or who they were obtained by. An appropriate number of staff have been trained in paediatric first aid and they have sufficient knowledge of the action to take in the event of a medical emergency. Accident records are accurately maintained and include details of any first aid administered. The correct procedures are followed and appropriately documented if children require medication. Staff confirm they have provided copies of their first-aid certificates, but they were not all available for inspection to provide evidence of which staff members have current first-aid training. Low numbers of children attending have resulted in children being cared for in one room to ensure staffing ratios are met. However, staff deployment is not always effective as staff sometimes undertake routine tasks instead of focusing on supporting children's learning and development. The manager's time is often taken up with administration tasks. As she is the most highly qualified member of staff, this means her skills are not always best utilised as she is not then available to work directly with children and model best practice for less experienced staff.

Since the last inspection, the manager has worked closely with the local authority advisor to implement a successful system of observation and assessment. As a result, staff have an improved knowledge of how to identify and plan for children's next steps in learning. As a result, any gaps in children's learning are targeted during adult-led activities. The manager has begun to monitor staff practice using observations and supervisions; however, these are not embedded in practice to improve the quality of teaching. As a result, not all children are making good progress towards the early learning goals given their starting points and capabilities. The manager has developed an action plan, with support from the local authority, and has targeted actions and recommendations from the last inspection to improve some areas of the nursery. However, self-evaluation has not focused sufficiently in raising the overall quality of teaching and as a result, teaching still requires improvement. The manager has booked some staff on relevant training courses, such as safeguarding and enabling environments to improve their knowledge and skills in these areas.

Parents are generally happy with the nursery. They comment that their children love coming and have developed in confidence since attending. Staff work with parents of children who speak English as an additional language, for example, they gather key words in families' home languages. As a result, staff are able to support the children's communication skills and help them settle into the nursery. Staff support children's move to school by completing local authority transition documents, so that future schools are informed about individual children's capabilities and progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	975386
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	20
Name of provider	Mubarik Hussain Kausar
Date of previous inspection	16/12/2013
Telephone number	01603 453104

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

