

Tertiary Tots

Northampton College, Badby Road West, Daventry, Northamptonshire, NN11 4HJ

Inspection date	03/10/2014
Previous inspection date	20/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff are fully committed to making sure that each child has their individual needs met, so children learn new skills through play and fun activities. As a result, children thrive and make good progress in this setting.
- There are warm relationships between the children and staff, which promote children's well-being and help to develop their self-confidence. As a result, children enjoy exploring in a safe and secure environment.
- Leaders ensure staff access regular training to update their skills and knowledge. This ensures continued improvements in the quality of the learning experiences they provide for children.
- Children are kept safe from harm and are well protected because all of the staff have a clear understanding of child protection issues.
- The nursery has strong partnership working with parents and linked providers and regular and effective communication ensures that there is consistency and continuity in children's learning and care.

It is not yet outstanding because

- Staff do not always make full use of the pre-school and after-school outdoor area in order to enrich children's learning.
- Younger children have fewer opportunities to sit comfortably after mealtimes to enjoy a story with staff.

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 nursery rooms, pre-school and after-school rooms and the outside learning environments.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the nominated person and deputy manager of the provision and spoke to staff throughout the inspection, when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents, carers and children spoken to on the day.

Inspector

Rachel Howell

Full report

Information about the setting

Tertiary Tots was registered in 2001, with an out of school care provision added in 2002. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the Daventry site of Northampton College. The nursery operates from a self-contained bungalow and the pre-school and after school provision from separate rooms, with their own facilities, in the main college building. Both areas have access to a secure enclosed outdoor play area. All areas have wheelchair access. The nursery is open from 8.45am to 5pm Monday to Thursday and from 8.45am to 4.30pm on Fridays, during term time only. A breakfast club operates from 7.30am to 8.45am each day, during school term times. The after school care consists of a club, which is open from 3.15pm to 5.30pm each week day, during term time, and a holiday play scheme for children aged four years and over, which is open from 8.30am to 5.30pm during all school holidays, except Christmas. The breakfast club is on-site at a local school and children are picked up from the school for the after-school provision. There are currently 59 children attending, 35 of whom are in the early years age group. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 12 members of staff. Of these, all hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- maximise the use of the pre-school and after-school outdoor area, for example, by providing a greater range of interesting imaginative role play and early writing materials
- review the meal time routines to ensure that younger children are supported to sit comfortably during story time after snacks and lunch.

Inspection judgements

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

Leaders and staff demonstrate a good knowledge of how children learn and the quality of teaching is strong. The staff in the nursery are animated as they talk and sing with the younger children, promoting their communication and language skills well. There are a variety of stimulating resources in the main nursery room and young children enjoy taking part in a malleable dough activity. They develop their physical skills as they use a variety of tools. Staff effectively extend children's learning because they show the children a variety of techniques. Young children subsequently persevere with their exploration and

acquire new skills, showing the characteristics of effective learning. In the pre-school room, there is a good balance of activities between those that children choose and those that are led by an adult. During adult-led activities, children develop their physical abilities and turn-taking skills during a fun and engaging range of games. Staff have a good awareness of how to observe and assess children. Concise assessments lead to accurate identification of children's next steps in learning. Activities to support children's next steps in learning are devised and the planning is adapted accordingly. All of the staff hold relevant early years qualifications and this has a positive impact on teaching interactions. Consequently, children make good progress towards the early learning goals.

Resources indoors reflect all areas of learning and staff provide opportunities for children to work independently. Staff introduce natural open-ended resources, such as metal tins and pots, wooden bowls and utensils, to the younger children in the nursery. This encourages them to play and explore and to support their creative and critical thinking skills. In the role play areas in both age groups, children take on different roles and play cooperatively for an extended period. Overall, children's learning is in line with the expected developmental ranges for their age. This helps to ensure children develop the key skills they need for the next steps in their learning or for school. All children have access to a good range of resources to support their skills in the use of information and communication technology. These include a touch screen computer and cause and effect toys for the younger children in the nursery. Pre-school aged children enjoy using the interactive pen on the whiteboard to explore age-appropriate educational software and using other items, such as programmable toys. After-school aged children readily enjoy navigating the internet to learn about other countries linked to topics they are studying at school. As a result, children of all ages are developing very good skills that will help them when they move on to the next stage in their learning.

Children with special educational needs are well supported and good links have been made with their parents and the other settings that the children attend. This ensures that everyone is fully aware of individual children's needs, so that effective support is put into place. Children who speak English as an additional language are also well supported. Good working relationships with parents ensure that information on their home language is gathered when children begin. Staff use this information to support children to learn English alongside their home language. As a result, good partnership working supports all children to make good progress in their learning. All parents are asked to provide a comprehensive overview of their child's current stage of development. This ensures that individualised learning is delivered straight away to meet individual needs. There are effective communication methods between staff and parents to share and support children's learning, both at home and in the setting. This includes the nursery informing parents of their child's progress using the progress check between the ages of two and three years. There are further opportunities to share progress during regular discussions, through learning story observations that staff share and at open days that the setting holds. This regular exchange of information supports very good learning outcomes for children.

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

Staff create a warm and welcoming environment, which enables children to settle quickly into familiar routines when they arrive. Staff manage their key group but also work collaboratively with all children and warm and caring relationships are evident between the children and all of the staff. Parents complete a child profile document, which provides the key person with information to support children's needs when they first begin. This results in children swiftly becoming settled, comfortable and happy. Good communication with parents ensures that information is regularly shared to ensure that children's welfare and well-being is fully supported. Children are supported to respect differences and learn about the wider world during experiences that explore other cultures. Parents from different backgrounds are invited into the nursery and children explore different cultural items, such as national dress, foods and henna tattoos while they learn about the festival of Eid.

Children are supported in developing a healthy lifestyle. Children enjoy a healthy variety of snacks during the day, which take account of individual dietary needs and religious preferences. Even the youngest children are actively involved in preparing for meal times. They are encouraged to tidy away resources and to help clean the table before snacks and they are supported in understanding the relevance of doing so. Children bring in their own packed lunch and parents are provided with guidance from staff on healthy lunch box options. Meal times are social occasions, where nursery and pre-school children come together to eat and staff support children as needed. This helps to develop children's social skills and younger and older siblings enjoy spending time together. However, children have fewer opportunities to sit comfortably after meal times for a story with staff, as they are sometimes still strapped into their low feeding chairs. Children are learning to be independent, as they are encouraged to manage their personal hygiene. Younger children are supported to wash their hands before they eat and pre-school children competently manage their own self-care skills and visits to the toilet. These routine activities help children to increase their independence, which supports their future learning.

Children benefit from lots of fresh air each day, through planned outdoor play sessions and, at times, they are able to move freely between the indoor and outdoor play areas. Outdoors, children of all ages have a range of opportunities to develop their skills in many areas of learning, including their physical skills as they climb, run, use ride-on vehicles and kick footballs. However, there are fewer opportunities for pre-school and after-school aged children to access resources in the outdoor area, to enhance their creative and early literacy skills, such as imaginative role play resources and writing materials. Children show good awareness of their, and others, safety and are learning how to manage challenges and risks independently. For example, younger children explore climbing in the nursery garden and experience travelling down the slide in a variety of ways. As a result, children develop a sense of growing responsibility, which helps them with their future learning. Staff are good role models and use appropriate explanations to provide children with knowledge of acceptable behaviour. Staff use praise and have consistent expectations of behaviour and any incidents of unwanted behaviour are dealt with quickly and without fuss. As a result, children's behaviour is good.

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

The leaders demonstrate a very good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a very good range of appropriate policies and procedures, which are implemented into practice. All staff attend relevant and regular child protection training. The designated person is appropriately trained to support staff through any safeguarding referrals and uses his expertise to monitor children's safety and well-being. Posters are displayed around the nursery, explaining the procedures to follow if staff have any concerns about a child. Consequently, staff are knowledgeable about how to protect children to keep them safe from harm. Electronic and internet safety is made a priority by the leaders of the setting and strict controls are in place on use of the internet. Additionally, all staff have undertaken data protection training. Managers and staff conduct daily safety checks and risks assess the premises and any outings regularly. Consequently, children play in an environment that is clean, well-organised and safe. All staff are trained in first aid, ensuring that treatment for minor injuries or accidents is accessible to all children at all times. Therefore, as a result of the measures in place, very effective steps are taken to minimise risks, keeping children safe and secure.

Robust recruitment, selection and induction processes ensure all staff working with children are suitably vetted, qualified and understand their role and responsibilities within the nursery. Their knowledge of good practice is enhanced through their ongoing professional development. Additionally the setting works closely with its sister setting, on the college site in Northampton, and conducts annual training jointly with all staff, in order to share good practice. Staff benefit from regular supervision sessions that provide individual support and identify particular training needs or interests. The manager and deputy manager effectively monitor the quality of practice within the nursery. This includes spending time within the nursery, observing the staff interacting with the children and tracking the progress children are making across the whole setting. This enables leaders to identify any gaps in children's learning. As a result, children's individual learning needs are being correctly identified and met effectively.

The setting shows a strong drive for improvement and the recommendation raised at the last inspection has been effectively addressed. Staff ensure they undertake rigorous risk assessments on everything that children come into contact with, for example, daily checks of all areas including the school hall, where the before school provision undertakes its breakfast club. Parents contribute to the setting's self-evaluation process through parent surveys and ongoing discussion and comments raised by them are quickly addressed. Children are also involved in improving the nursery and are regularly asked for their views on their environment and experiences. After-school children particularly enjoy regularly planning their own snacks and activities. There are very good partnerships with parents. They comment that children get lots of attention in this small and friendly setting and that staff are very supportive and helpful. They say that they are kept well informed through

regular communication and they like the flexibility the setting's leaders show to support the varied hours that they study or work. There are good systems in place to share information with other settings that children attend. Staff ensure they talk regularly with the teachers of after-school children at drop off and pick up times, as necessary, to ensure continuity of learning and care. There are good relationships with outside agencies and the setting works well to support good learning outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY298468
Local authority	Northamptonshire
Inspection number	861652
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	59
Name of provider	Northampton College Corporation
Date of previous inspection	20/01/2009
Telephone number	01327 315391

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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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