

Northampton College Day Nursery



College Grounds, Booth Lane, Northampton, Northamptonshire, NN3 3RF

Inspection date

1 June 2015

Previous inspection date

17 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff understand that young children become familiar with their environment through relating and communicating with others and engaging physically in their experiences. As a result, children develop secure foundations in their learning and development in readiness for school.
- Children's personal, social and emotional development is given high priority across the nursery. As a result, children demonstrate that they feel safe and secure, which successfully develops their confidence and supports their emotional well-being.
- Staff form effective partnerships with parents and other professionals. This results in an integrated approach to children's care, learning and development.
- Management and staff maintain a safe and secure environment for the children. They are knowledgeable about the signs of abuse and neglect and are fully aware of the reporting procedures in the event of a child protection concern.

It is not yet outstanding because:

- Staff do not always make the best use of their resources, both inside and outdoors, to enable children to extend their own play and learning.
- Children are not always given sufficient time to solve problems and think of ideas for themselves during construction activities.

What the setting needs to do to improve further

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

- strengthen opportunities for children to consistently access the good range of resources across the nursery environment, for example, by reminding children of their availability
- enhance children's enjoyment during construction activities, for example, by enabling them to independently create and refine their own ideas.

Inspection activities

- The inspector observed activities in the nursery rooms and outdoor environment.
- The inspector held meetings with the nominated representative of the College Corporation and the manager.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching ensures children make good progress in relation to their starting points. Staff readily engage children in conversations, which encourages them to use language to respond. For example, older children eagerly describe recent excursions. Children listen well, anticipate key phrases in stories and enthusiastically sing songs. Younger children enjoy early mark making as they paint and make marks on the chalk boards. Older children draw recognisable pictures of robots and rainbows, and are learning to write their names. Staff encourage children to count and incorporate mathematical concepts, such as big and small, as they play in the sand. Furthermore, staff support children to learn about the differences and similarities of shapes. Staff encourage children to express their creativity and copy patterns during construction activities. However, occasionally, staff complete tasks for children rather than allow sufficient time for them to think about and complete their creations for themselves.

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

Staff respect children as individuals and treat them with warmth and kindness. As a result, children naturally include staff in their play and confidently seek reassurance if they are feeling upset. Staff act as positive role models and successfully support children to manage their feelings and behaviour. Children are actively encouraged to lead a healthy lifestyle. They enthusiastically run and climb and learn to how to throw, catch and kick balls. Children are provided with nutritious snack options, including a drink of milk. Staff create a welcoming environment for children and their families. Colourful wall displays and evidence of the children's work are exhibited around the nursery rooms. However, staff do not always make the best use of the available resources to maximise learning opportunities. For example, access to the outdoor environment is sometimes restricted to dedicated times of the day. Additionally, children are not always actively encouraged to independently select additional resources from the low-level drawers for themselves.

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

Management ensures that procedures to recruit and induct new members of staff are robust. All adults, including students, are checked to determine their suitability through Disclosure and Barring Service checks. Staff are qualified for their roles and their professional development is encouraged through opportunities to attend training. This is reflected in the quality of the care and learning provided. The manager and the staff team work well together. They readily share practice ideas to enhance performance. Furthermore, the manager uses tracking documents to monitor children's progress and any gaps in the delivery of the educational programmes. Self-evaluation procedures, including seeking the views of parents in questionnaires, are appropriately used to identify strengths and areas for development. Parents comment very positively about the setting. They typically comment on how happy they are with all aspects of the service provided, including the progress their child has made.

Setting details

Unique reference number	220121
Local authority	Northamptonshire
Inspection number	865850
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	32
Name of provider	Northampton College Corporation
Date of previous inspection	17 November 2011
Telephone number	01604 734293

Northampton Collage Day Nursery was registered in 2000. The nursery employs four members of childcare staff. All members of staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during college term times. Sessions are from 8.45am until 5.15pm from Monday to Thursday and on Friday from 8.45am until 4.15pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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.

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