Overstone Park Day Nursery/Overstone Park School

Overstone Park, Billing Lane, Northampton, NN6 0DT

Inspection date	15 January 2016
Previous inspection date	30 January 2014

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have a good sense of what the nursery does well. They use feedback from parents and other professionals effectively to plan for improvement.
- Teaching during sessions indoors is focused on individual need. Children actively learn as they take part in purposeful play of their own choice, or activities led by an adult.
- Children learn good basic skills to prepare them for their future education. They develop understanding of number, practise writing and become independent. Older children join in story and group times with increasing attention.
- Children are very settled and confident in the nursery. They make their needs known to staff, who respond with care and attention.
- Staff working with younger children have a good knowledge of how and when to talk to babies. They expose babies to a wealth of language to support their development.

It is not yet outstanding because:

- Staff do not always record children's development accurately enough in all aspects. Leaders' monitoring is not effective enough to identify the inaccuracies.
- Play and learning experiences at the end of sessions and in the outdoor area lack the purpose and focus that indoor activities provide.
- Children's development records are not clearly dated, which means that leaders' overview of the speed of children's progress is not accurate enough.

What the setting needs to do to improve further

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

- improve the monitoring of teaching, learning and assessment, by paying particular attention to moderating the accuracy of assessment to support planning of even more challenging activities for children
- develop the planning for play and learning experiences at the end of sessions and in the outdoor area so that they have a greater focus on learning opportunities
- improve the recording of children's assessments so that leaders gain a more accurate overview of how rapidly children make progress.

Inspection activities

- The inspector observed activities in both of the nursery rooms and the outdoor play area.
- The inspector spoke to staff members and children at appropriate times during the inspection.
- The inspector held meetings with the headteacher and the nursery manager.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.

Inspector
Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is good

Children are cared for by a well-qualified team of staff. Leaders spend time observing staff in the nursery. They meet regularly with staff, individually and as a group, to review their work. Staff receive clear and timely feedback on the quality of their work with children. Feedback includes praise for good work and areas for development when weak practice is identified. The process also ensures that children of all ages have access to activities and experiences to support their all-round learning and development. The arrangements for safeguarding are effective. Staff and leaders have a sound knowledge of what would cause them concern, including adults' behaviour towards children and what action to take in relation to a child's safety and welfare. Staff and leaders monitor children's attendance and check with parents when children have an unexplained absence from the nursery.

Quality of teaching, learning and assessment is good

Leaders have high expectations for children. Staff speak knowledgeably about their key children and the activities they provide to support the areas they have identified as next steps for children's learning. Although in some cases assessment records are not accurate, children, never-the-less, make good or better progress in their learning and development. Staff take time to sit with children. They ask older children pertinent questions to test their understanding and challenge them to work things out. Babies and younger children are curious and interested in their environment. Staff provide them with opportunities to move about freely and safely, especially when they are in the early stages of walking. Language development is a key focus in the nursery. Staff speak to children using properly formed sentences and questions. They are skilful at timing their questions or providing children with information. Occasionally staff do not seize opportunities to extend learning even further, for example, when talking to children during group time or when playing outdoors.

Personal development, behaviour and welfare are good

Children respond positively to the high expectations staff have of them. They understand the routines of the nursery and follow them very well. Children dress themselves appropriately when they know they are going outdoors and independently take care of their personal needs as they get older. Staff are very attentive to the care needs of the youngest children. All staff show concern and care for children who are unwell, making sure they feel as comfortable and secure as possible until their parents are able to collect them. A good range of activities has been developed to support children to move onto school. Information is shared with parents regularly and schools receive reports about children. Children take part in activities to prepare them emotionally for the change.

Outcomes for children are good

Children are keen and active learners. They are developing a good understanding of mathematical concepts. Young children count confidently and accurately up to 10. Older children have developing understanding of what a half is and use the language associated with their knowledge correctly. Older children recognise the letters in their name and they are beginning to write recognisable letter shapes.

Setting details

Unique reference number	EY334385
Local authority	Northamptonshire
Inspection number	1028939
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	25
Name of provider	Overstone Park School Ltd
Date of previous inspection	30 January 2014
Telephone number	01604 643787

Overstone Park Nursery was registered in 2006. The nursery is part of Overstone Park Independent School, which operates from purpose built premises at Overstone Park in Northamptonshire. The nursery is open each weekday from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs a manager and five members of childcare staff. All hold appropriate early years qualification at level 3 or above, including one with early years teacher status. Teachers from within the school also work with children in the nursery.

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