

The Udder Pre School Day Nursery Limited

Cobleys Lodge, Stamford Road, Corby, NN18 8HE



Inspection date

16 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not ensure that playscheme staff receive suitable safeguarding training. They do not have as secure a knowledge of child protection issues as the pre-school staff.
- Staff recruitment and induction procedures and the systems to manage ongoing suitability are not rigorous enough in ensuring that staff working in the playscheme are fully aware of their roles and responsibilities.
- The self-evaluation process is not robust in identifying and addressing the weaknesses in leadership and management.

It has the following strengths

- Children are provided with a rich range of first-hand experiences to learn about the natural world. For example, they collect corn from the fields to make bread.
- The idyllic environment provides exceptional challenge and promotes learning. Children learn to identify risks and manage their own safety. The highly effective use of the outdoor provision enhances children's development in all areas. As a result, children flourish and make rapid progress in their learning.
- Parents enthuse about the pre-school provision. They comment about the wonderful setting and opportunities available for exploration and investigation.
- Staff are attentive, sensitive and skilful in their interactions with babies. They commentate and provide expressive language, such as squishing, squeezing and rolling when babies explore play dough to support their play

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide training to ensure that all staff have consistent knowledge and understanding of current safeguarding issues	30/08/2016
■ ensure that recruitment and induction procedures are effective in assessing all staff's suitability and skills and that they fully understand their roles and responsibilities	30/08/2016
■ ensure that staff are informed of the expectation to share any sensitive information that may affect their suitability, particularly with regard to the disqualification regulations.	30/08/2016

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

- improve the self-evaluation process so that weaknesses are quickly identified and action is taken to address these.

Inspection activities

- The inspector had a tour of the premises with the provider, both indoors and outside.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager.
- The inspector completed a joint observation with the manager outside.
- The inspector viewed children's records, evidence of staff suitability and a range of other documentation, including the nursery's self-evaluation, policies and the procedures to safeguard children.
- The inspector spoke to a small selection of parents and children. She looked at written feedback from parents and took account of their views.

Inspector

Marie Walker

Inspection findings

Effectiveness of the leadership and management requires improvement

Recruitment and induction processes are in place but they are not adequately detailed and robust for all staff. The provider does not remind staff about sharing sensitive issues relating to their ongoing suitability and the criteria for possible disqualification. The provider has not considered offering playscheme staff the same level of induction and training as the pre-school staff with regard to gaining a better understanding of the safeguarding policy and procedures. However, they are aware of reporting any concerns they may have about a child to a senior member of staff. The provider and pre-school staff know how to report concerns and rigorous risk assessments are undertaken to promote children's safety. Safeguarding arrangements are effective. All staff undergo enhanced Disclosure and Barring Service checks before working with the children. Staff are encouraged to reflect and improve their practice and are helped in this through the implementation of peer observations.

Quality of teaching, learning and assessment is outstanding

The children spend copious amounts of time outdoors. Staff plan unique and meaningful activities for the children to engage in. For example, they make their own pencils from the twigs from the Elder trees that are located in the grounds of the farm. Staff make tremendous use of spontaneous learning opportunities and using probing questions, such as, 'What can you see?' and, 'What do you think has happened?', to encourage children's deeper thinking and learning. Children observe the damage to some of the leaves on the trees. They suggest possible reasons and excitedly conclude that a caterpillar is responsible. This extends the children's understanding and provokes discussion about life cycles. Consequently, children develop an exceptional awareness of the world around them. Pre-school staff complete detailed assessments of children's progress and achievements. This ensures that all children are offered suitable challenge to reach their full potential and to excel in their learning in some cases.

Personal development, behaviour and welfare require improvement

Children's welfare is not fully assured because the provider does not provide consistent professional development opportunities for the playscheme staff to develop their safeguarding knowledge. However, in other respects, children's personal development and behaviour are promoted. Children adopt a healthy lifestyle. They go on regular walks and outings. They visit the woods where they have the freedom to climb trees and test their physical abilities. Staff encourage the children to manage their feelings, share and take turns. They learn to negotiate with each other and are supported in becoming aware of the impact of their actions on others.

Outcomes for children are outstanding

Children actively learn and thrive in this awe-inspiring environment. They make excellent progress in their learning and develop skills necessary for the future. As a result, children are prepared extremely well for school.

Setting details

Unique reference number	EY489442
Local authority	Northamptonshire
Inspection number	1014755
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	80
Number of children on roll	189
Name of registered person	The Udder Pre-School Day Nursery Limited
Registered person unique reference number	RP534599
Date of previous inspection	Not applicable
Telephone number	01536742293

The Udder Pre School Day Nursery Limited was registered in 2015. The nursery employs 26 members of childcare staff, 24 of whom hold appropriate early years qualifications ranging from level 2 to level 6. The manager is qualified at level 5. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disability.

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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