

Towcester Tots Day Nursery Ltd

2 Watling Street East, TOWCESTER, Northamptonshire, NN12 6AF



Inspection date

6 March 2018

Previous inspection date

18 February 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

- The managers and staff provide a superb environment based on the managers' expert knowledge of how children learn. Children follow their own creative ideas and help themselves to many highly stimulating resources and toys.
- Children make good progress relative to their starting points. Children who have special educational needs receive very good support, including through links with other professionals. They make better than expected progress relative to their capabilities.
- Key persons are sensitive to their key children's physical and emotional care needs and tailor their routines to suit. For example, when children are too tired to eat at lunchtime, staff quickly postpone lunch around their sleeping arrangements.
- Parents' partnerships are effective at involving parents in their children's learning and care. Parents are highly complimentary about the care their children receive.
- The managers are ambitious. They have introduced many new initiatives that are starting to have a positive effect on children's outcomes.

It is not yet outstanding because:

- Staff are still embedding the new planning system. As a result, during some activities they do not always effectively focus support on helping children build on what they already know and can do.
- Although staff support children who speak English as an additional language overall, children have few opportunities to hear and use their home languages in play.

What the setting needs to do to improve further

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

- reshape activities more to fully consider the differing learning needs of children who are taking part in the same activity to consistently raise the level of challenge and extend their learning
- increase opportunities for children to see, hear and speak the languages they use at home, to extend their language skills and deepen their sense of cultural identity.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held meetings with the manager and deputy manager.
- The inspector carried out a joint observation of staff practice and discussed monitoring and professional development with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a secure understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of a child protection concern. The manager is fostering a culture of self-reflection through nurturing support for staff. This includes regular supervision and observations of their practice, including recently introduced video observations, to help them improve. Self-evaluation is accurate. The manager regularly seeks the views of parents and the local authority. The managers evaluate information on children's progress to address any gaps in development and to target improvements. For example, staff have recently introduced focused literacy activities to help ensure older children make the best progress in this area.

Quality of teaching, learning and assessment is good

Staff support children's developing imaginations well and younger children explore using their senses. For example, they use a range of differing media and materials, such as oats, rice and natural objects. Staff effectively support older children to make their own play dough, exploring the effects of adding water to flour. They effectively encourage children's interest in books. They use questions and enthusiastic readings to engage children well, and help them recall events. Staff are particularly skilled at enthusing children in their play. For example, children delight in exploring a box of materials based on the theme of fairies. Staff effectively support children to gain early literacy and mathematical skills.

Personal development, behaviour and welfare are good

Staff support the development of children's social skills and good behaviour well. Children build secure relationships with staff, and turn to them for help and support. Staff encourage older children to learn how to manage their own conflicts. For instance, they encourage children to use a sand timer to help them learn to take turns with popular toys. Children learn about adults who help to keep them safe and well. They receive visits from local police. Staff help children to learn about their local community, such as through joining in community initiatives. Nutritious snacks and daily outdoor play support children to learn about healthy lifestyles.

Outcomes for children are good

Children gain the skills to help prepare them for the next stage in their learning, including school. All children are highly motivated to play and learn. They show good levels of independence and confidence, and communicate their needs, ideas and preferences well. Children are excited to play together, such as when they play a group game and they take turns very well. Children enjoy singing in a group and explore their musical instruments. Children copy the letters of their name on whiteboards and join in counting. Children in receipt of additional funding benefit from targeted support that helps ensure they continue to make good progress.

Setting details

Unique reference number	EY414844
Local authority	Northamptonshire
Inspection number	1102272
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	57
Number of children on roll	61
Name of registered person	Towcester Tots Day Nursery Limited
Registered person unique reference number	RP904183
Date of previous inspection	18 February 2014
Telephone number	01327354007

Towcester Tots Day Nursery Ltd registered in 2006. The nursery operates from a two-storey building. The nursery provides funded early years education for two-, three- and four-year-old children. The nursery is open each weekday from 7.45am until 6pm for 51 weeks of the year. The nursery employs 12 members of childcare staff. Of these, 11 members of staff hold appropriate early years qualification at level 2 and above. The manager holds an appropriate early years qualification at level 6 and early years professional status.

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