

# Northampton College Day Nursery

Inspection report for early years provision

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<b>Inspection date</b>	15/11/2011
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<b>Type of setting</b>	Childcare - Non-Domestic

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## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Northampton College Day Nursery registered in 2005. It is registered on the Early Years Register to care for a maximum of 16 children from two to four years of age at any one time. Currently there are 32 children on roll. The nursery provides funded early education for children aged three and four years. The nursery operates from Monday to Thursday from 8.45am until 5.15pm and on Friday from 8.45am until 4.15pm during term time. There are five staff all of whom hold a relevant qualification. The nursery supports children who speak English as an additional language as well as those who have a special educational needs and/or disability.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are making good progress in their learning and development, due to the staff meeting the children's individual needs. The children extend their curiosity and imagination in most areas. Safeguarding is assured to protect the children's welfare. A method of self-evaluation is reasonably successful in helping to make continuous improvements. The staff take effective steps to help the children's understanding about differences in the society in which they live. Partnerships with parents and other providers who deliver the Early Years Foundation Stage help to promote effective care and education.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- create a stimulating outdoor environment that offers a range of activities which will encourage the children's interests and curiosity
- involve the parents when self-evaluating the provision, to ensure continuous improvements.

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

The children are safeguarded because the staff understand about child protection issues. They are aware of the possible signs and symptoms that may alert them to a concern. A clear written policy is shared with the parents. A designated person within the setting is fully trained and is aware of their duty to refer a concern to the appropriate authority.

The manager successfully inspires her staff, resulting in them continuing their learning and updating their knowledge, which contributes in them bringing new and exciting ideas to the nursery. Morale is high and the staff are good role models which the children emulate, making for a happy and secure environment. A

method of self-evaluation helps to drive improvement. Although, currently the parents are not involved in this process. Toys and resources are of high quality and most are efficiently and effectively used. However, the outdoor play area does not maximise the children's interests and curiosity. The staff actively promote equality of opportunity, such as encouraging both the girls and the boys to access all the available resources. There are positive images of diversity including photographs as well as resources, for instance dressing up clothes and dual language books.

The staff share a positive relationship with the parents, which is based on mutual respect and trust. Their views are sought through questionnaires and are acted upon resulting in improvements, such as the creation of a newsletter once a term. Parents speak enthusiastically about the children's Learning Journals and they are encouraged to continue the children's learning at home. They share information about the children's interests, to aid the staff to plan a wide range of activities that help to further their learning. The parents reveal that they are confident to approach the staff in the event of a concern. They are invited into the setting with successful outcomes, for instance in a parent reading the children a story in their home language. Partnerships with other providers who deliver the Early Years Foundation Stage are positive and has a beneficial impact on the children.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive happily and are ready to learn, as they have a sense of belonging and feel safe. They are learning about the importance of maintaining their own safety and demonstrate their understanding through play. Good quality interactions help the children to become secure and confident learners.

Children have good opportunities to learn about how to lead a healthy lifestyle, as staff teach them about the importance of adopting effective hygiene practices. Children are active and are beginning to understand the benefit of exercise. Staff arrange outdoor equipment to encourage the children to gain confidence whilst balancing to help develop a sense of well-being. During snack, staff highlight the importance of making healthy choices and the children have access to a wide range of games that aid children's understanding about how foods effect their growing bodies.

The children arrive happily and ready to learn. They settle to an activity with the majority being well planned; are based upon effective observations and challenge their thinking. They take part in a wide range of play, for instance interlocking jigsaws and moulding clay. They enjoy acting out stories they hear, which helps to build their confidence and the approach the staff for support when necessary. They are making a positive contribution, as they build strong relationships with their friends. Older children take pride in aiding the younger ones and they help them with everyday tasks. Children are developing their skills for the future, as their communication and numeracy skills are increasing. They respond to music and sing rhymes as well as listen carefully to stories, whilst joining in with repetitive refrains.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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