



Quinton House Nursery

Inspection report for early years provision

Unique Reference Number	EY338485
Inspection date	08 March 2007
Inspector	Rachael Mankiewicz
Setting Address	Quinton House School, Upton Hall, Upton Lane, Upton, NORTHAMPTON, NN5 4UX
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Registered person	Quinton House School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Quinton House Nursery was registered in 2006 and is part of Quinton House School. It is accommodated in a school building and takes children from Northampton and from some distance around the county. The nursery consists of an entrance hall, cloakroom and toilets, three activity rooms and kitchen facilities. Outdoor play is provided in the enclosed playground and garden. Children have access to the school grounds. The nursery opens daily during school term time from 08:00 until 18:00.

Currently 24 children are on roll in the nursery with 22 of these receiving funding for nursery education. There are 3 full time and 1 part-time staff members available to work with the children. Three staff have qualifications in early years childcare at Level 3 or above and a further member is at Level 2. Specialist teaching staff from the school also visit. The setting is able to

support children who have learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is supported by a local authority mentor teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a clean, warm and child-friendly environment. They are learning about health and good personal hygiene through well-organised daily routines and planned activities. Independence in their personal care and good hygiene practices are also encouraged, and children imitate the good practice of the adults. For example, children know why they need to wash their hands before they eat their snack or take part in the cooking activity. Staff adhere to their health and safety policies and procedures including wearing gloves when changing nappies. Many children access the tissue boxes as they need to and appropriately dispose of their used tissues. These practices sustain good levels of hygiene and help prevent the spread of infection. Children's welfare is safeguarded because staff have up to date knowledge of food hygiene and first aid, and appropriate procedures are in place if children are unwell.

Children learn the benefits of a healthy diet through the provision of nutritious snacks and meals. They show preferences and talk about flavours and textures as they eat and cook. This is extended as they try different foods when celebrating festivals and as they are encouraged to sample new tastes at lunchtime. They are rewarded with healthy eating stickers if they try something new or clear their plates. Special dietary requirements are complied in partnership with parents, both by the nursery staff and those working in the school kitchen. Children help themselves to accessible drinking water throughout the session to ensure they remain hydrated and comfortable.

Children enjoy good opportunities to develop their physical skills. They enjoy active play which is developing their large muscles through play both inside and outside. Children experience changes to their bodies as they run around on the playground and do exercises during the PE sessions and ballet lessons. Large and small equipment is used well to allow children to develop good control over their bodies. They skilfully negotiate space when rolling hoops and driving ride-on vehicles on the playground. They move sensibly and with skill around the tables and equipment indoors and take part in action rhymes. Opportunities for children to choose activities developing their large muscle skills in the classrooms are limited. Staff are developing the use of the 'Birth to three matters' framework to provide a good range of indoor and outdoor physical play experiences for the younger children. There are good arrangements for quiet play and relaxation through the session as children are able to rest according to their needs. The environment is used as much as possible by the children. They eagerly explore the wooded areas: playing hide-n-seek , building camp fires and discovering mini-beasts.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment where risk of accidental injury is minimised by the staff's vigilance and good practice based on the required documentation. Suitable risk

assessments and the effective deployment of staff contribute to children's safety and welfare. The premises and outside area are secure and children are unable to leave them unsupervised. This enables children to move freely and to develop their play and ideas in a safe environment. They have opportunities which offer challenge within safe limits, both indoors and outside. For example, they climb and slide on equipment and play hide and seek in the woodland area.

Children learn about safety and use high quality equipment appropriate to their age and stage of development, and they begin to take personal responsibility for their safety. For example, they enthusiastically use large play equipment. Children sensibly move around the rooms and walk to other areas of the school. They learn about road safety as an activity in the nursery and negotiate space on their ride-on vehicles. Children safely and deftly manipulate tools and implements as they make toppings for their pizzas and plant seeds. They develop good hand-eye coordination as they use craft tools.

Children's well-being is safeguarded and promoted because staff have a good knowledge and understanding of child protection policies and procedures. However, the documentation does not reflect recent changes to the local guidelines. Children's safety and welfare is supported by the staff carefully monitoring access to the premises, checking all equipment and complying with fire requirements such as completing regular checks of fire fighting equipment. Staff and children practise fire drills regularly to ensure that evacuation can be conducted efficiently in an emergency situation.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy playing, learning and having fun with their friends and with the adults in the nursery. Their development is promoted by knowledgeable and experienced staff who provide an exciting learning environment for the children. Staff interaction with the children is excellent. Children are developing positive relationships as they listen and communicate well with each other and with the adults. They develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, children enjoy the sensory experience of making pizzas and develop their imaginative play in creating houses in the woodland area. Children are forming positive relationships with other children and seek out friends to share experiences and to enjoy time together. They use their imaginations well and with enjoyment as they construct buildings and vehicles and take part in a wide range of art and craft activities. Most children are successfully making sense of simple numbers in their play, beginning to recognise shapes and to use words to describe size. Children's needs are met through effective organisation and planning for the progress of all children. Staff use the 'Birth to three matters' framework as a formal developmental system for the younger children.

Nursery Education

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff have a sound knowledge of the curriculum for the Foundation Stage and how children learn. They make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning which motivate the children and help them learn as they play. Children are encouraged

to make the most of their experiences by the staff's careful consideration of what the child might be able to learn, using children's individual interests as a basis for learning and where it leads to next. Appropriate individual challenge is ensured through good questioning and enabling by the knowledgeable staff. This is based on an effective key worker system which helps the children to feel secure and encourages them to make progress. Effective systems for observation and assessments help ensure children's progress towards the early learning goals. This information, plus that gained from the parents, is recorded in the children's individual profiles to plan the next steps for each child and is used to inform planning in general.

Children participate enthusiastically in the planned activities on offer and as they take the initiative, choose resources and express their ideas. They learn by participating in many day-to-day domestic routines and activities as well as from particular activities and resources provided. For example, as they help to tidy away ready to go out to the playground or the music session. This further helps to develop children's independence and their understanding of organisation although it sometimes restricts their independence and development as they have to move on to other activities as a whole group. They are motivated, sustain concentration and persevere for prolonged periods of time and make clear links in their learning. Children use their imagination well during role play, both indoors and outside, and in small world play with figures and with models they have made. Creative and imaginative skills are promoted through an excellent range of art resources to produce exciting, individual art work and collaborative art displays such as collages. They freely explore a diverse range of sensory experiences through a variety of activities such as clay modelling and singing rhymes and songs with musical instruments.

Children begin to make sense of the world around them as they explore a variety of materials. They explore which objects float and sink in the water tray and enjoy mixing sand and water together. Children eagerly investigate how things are made and how they work as they explore construction materials. Information technology is developed through very good access to computers, simple machines and technical toys. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. Outdoor activities and exercise sessions help them develop their physical skills and to take control of their bodies. For example, they have frequent opportunities to spend time in the fresh air playing with a variety of equipment and toys. They begin to understand about healthy lifestyles and know how exercise and temperature changes affect them. Children are very inquisitive when they discover nature and the environment as they plant seeds and garden and go for walks around the school grounds. They develop a sense of time and place through regular discussions about the community, charity fundraising and events in their lives. Children discover the wider world through looking at holiday destinations, exploring other countries and taking part in the celebration of festivals.

Children understand that print has meaning and they make marks freely throughout their activities and through independent access to graphics resources. Most children are able to form letters correctly and older children write their names and other words successfully. They have access to a wide range of books and listen with anticipation and excitement to stories. Older children count spontaneously and begin to use mathematical ideas to solve problems in planned activities and games. For example, children compare two numbers as they eagerly count and sort objects and begin to understand capacity with different sizes of containers in the water

and sand trays. They develop their understanding of shape and patterns with good use of language to describe the properties and the position of objects around them.

Helping children make a positive contribution

The provision is outstanding.

Children are made very welcome, settle well and are respected as individuals. They gain confidence and self-assurance through making choices about activities and moving around the room interacting with staff and other children. Children have good access to resources including access to the outdoor area. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. The needs of children who have learning difficulties and/or disabilities are recognised and met sensitively. Children begin to understand the wider world as they gain knowledge of different cultures and religions and celebrate festivals and national days. They participate enthusiastically in these activities including charity events with the rest of the school.

Children are extremely well behaved. Their self-esteem and confidence is promoted well by the use of regular praise and reassurance. Staff have high expectations of all the children and nurture and direct them by clear, consistent boundaries and by acting as positive role models. Children take turns, share and show concern for others. They begin to take responsibility to manage their own behaviour, learn to negotiate with others and to sort out their own differences. Children offer to help adults and friends by including them in the games they have initiated and enthusiastically tidy up when the appropriate music is played. Relationships develop well between staff and children and between the children. Children's spiritual, moral, social and cultural development is fostered well.

The children's well-being at the setting is enhanced by the good partnership with parents. Parents and carers are greeted individually by staff at the door and made extremely welcome. Their involvement in the children's care and education is seen as paramount. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the nursery. This, along with continued working in partnership, ensures that parental wishes are respected and the individual needs of the children are met. Parents are informed about how the setting operates. They receive a comprehensive prospectus, written notices and newsletters about the care of the children. Updated, colourful displays inform parents of the activities provided and how they link into the 'Birth to three matters' framework and the Foundation Stage curriculum. Parents speak very positively about the nursery.

The partnership with parents and carers of children receiving funding for their nursery education is outstanding. Children's progress is fostered by regular discussions to ensure that parents know how their children are developing and how they can contribute to their children's progress. Documentation is shared about the Foundation Stage curriculum and the programme of learning. Written information is exchanged which shows what children have achieved and how they are currently developing. Parents' evenings, open access to their children's profiles and reporting systems help to share this information and show parents how they can consolidate and extend

what the children have learnt previously. Staff actively seek information from the parents about their children's needs and how the children are achieving at home. Parents are encouraged to spend time in the nursery classroom and help with other projects. Children benefit from the involvement of their parents in their life at the nursery and school.

Organisation

The organisation is good.

Children's care is enhanced by the good organisation of the setting. Space and resources are laid out well and children benefit from this as they make the most of the play and learning opportunities. Younger children's care and education is encouraged by the very good staff to child ratios. Staff have excellent knowledge and understanding of child development. They hold relevant childcare qualifications and extend their own professional development through access to training and local short courses. Children are supported well during activities and allow them time and space to initiate and generally develop their own learning. Most documentation which contributes to children's health, safety and well-being is in place to ensure that the care of individual children is fostered well. Policies and procedures, which are in line with the lower school, are reviewed regularly and information such as the incorrect details about the complaints' procedures are adjusted as necessary. The management team have a suitable and rigorous system in place to ensure children are cared for by staff with appropriate qualifications and experience and have an effective system to ensure they remain suitable. This includes the recruitment, induction and appraisal of members of staff.

Leadership and management of the nursery education is good. Staff and management work well together as a team committed to the continuous improvement and development of the setting. They regularly reflect and monitor the quality of care and education. This can be evidenced through the range of activities and resources and innovative ideas available in the nursery. Staff positively take advice from other professionals. The service delivered to the children and parents reflects their commitment and enthusiasm. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the written statement regarding child protection reflects recent changes in local guidelines.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to operate independently and take initiative.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk