

# Northover House Day Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY307860
<b>Inspection date</b>	02/06/2009
<b>Inspector</b>	Samantha Powis
<b>Setting address</b>	3 Northover House, Northover, Ilchester, Yeovil, Somerset, BA22 8NG
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## **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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Northover House Day Nursery has been registered since August 2005. This privately owned nursery operates from areas within the owners home, situated in Ilchester, near to the town of Yeovil. There are three main play rooms, in addition to this children can access a soft play area, role play area and dining room. A sleep room is provided for younger children requiring a rest and toilet and nappy changing facilities are available throughout the nursery. There is an enclosed outdoor play area available. The nursery is open from Monday to Friday 08.00 to 18.00, all year round, except for one week at Christmas.

The nursery is registered on the Early Years Register to care for a maximum of 40 children. There are currently 41 children in the early years age range on roll. The group supports children who have learning difficulties and/or disabilities and those for whom English is an additional language. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The owner who runs the setting on a daily basis holds a level 4 qualification and is completing a Foundation Degree in Early Years. She employs a manager who is qualified in childcare to level 3 and eight additional staff, six of whom are qualified to NVQ level 3, and one of whom is working towards a level 2 qualification in early years. The group receives the support of the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and engage confidently in nursery activities that are linked closely to their individual interests, which supports all children in making good progress in their learning and development. Children are welcomed into the nursery and staff support them well in becoming enthusiastic learners. Good links between parents and key persons helps to ensure children's care needs are very well met. The staff work closely together as a team and regularly reflect on their own practice to identify ways to continually improve outcomes for children.

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

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

- maximise use of the outdoor environment to further support children's learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure an accurate record of the times of children's attendance is maintained. (Documentation)

05/06/2009

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

Daily routines are well organised and staff are deployed effectively to support children in accessing the activities of their choice. Children benefit from the homely feel of the nursery and being able to mix with siblings and peers of different ages at certain times of day, such as when they share lunch and snack together. Staff work closely as a team and demonstrate a clear understanding of practices and procedures and their individual roles and responsibilities. They frequently review policies together, ensuring they are relevant and understood by all. Robust recruitment procedures are in place to ensure that children are cared for by appropriately vetted and well qualified staff. Overall, documentation is used well to support children's needs, however, occasionally actual times of children's attendance is not recorded on the daily register. This is a breach in requirements. Staff have a secure understanding of the clear procedures regarding safeguarding to promote children's ongoing welfare.

The manager and all members of staff have a strong commitment to improvement and regularly review their practice in order to identify areas for development. Regular individual discussions with staff enable the owner to support their team in accessing appropriate training to promote their continuing professional development.

Good relationships are established with parents, who are provided with detailed information about the nursery and about the Early Years Foundation Stage. The 'All about me' sheets ensure regular information is shared with parents about children's progress and demonstrates how staff are supporting them in taking the next step. Parents share their own observations to help staff build a bigger picture and encourage a strong link between learning at home and at nursery. Staff gather detailed information about the children when they first start at nursery, which enables them to provide good continuity of care by closely following individual home routines.

## **The quality and standards of the early years provision**

Children throughout the nursery are making good progress. Children in the pre-school room are particularly well supported as they engage in purposeful activities that really capture their interest and challenge their thinking and understanding. Children are developing a strong sense of belonging as they feel secure and settled within the welcoming environment. Their personal, social and emotional development is very well supported throughout the nursery. Older children are encouraged to talk about how they feel and place a coloured sticker on the 'feelings tree' to identify how they feel today. Children have good opportunities to develop a healthy lifestyle through the familiar daily routines of the nursery. They understand the importance of hand washing and all clean their teeth after lunch. They benefit from having regular opportunities to play in the soft play on-site gym. Children relish the freshly prepared meals and snacks that provide them with regular, healthy nourishment throughout the day. Children develop an awareness of safety as they take part in regular practices of the emergency evacuation

procedure and are also reminded of simple boundaries, which help to keep them safe, such as not running indoors.

The staff's individual approach to planning ensures that each child can access activities that sustain their interest. Consequently, children enthusiastically engage in activities and talk excitedly about what they are doing. For example, when all the children show an interest in a pirate map that one of the children brings in, activities are planned around this topic. Children develop the skills to navigate the programmable toy around a treasure map and make their own books about pirates, which they confidently share with others demonstrating their increasing awareness of print and stories. Children have use of the outdoor play area at some points during the day. However, there is no opportunity for them to use this freely when they choose to extend their learning further. Toddlers enjoy using the painting easel outside, exploring the paints with the brushes and their hands. Children are polite and play together well, staff remind them to share by singing the sharing song with them as they play. Children are learning about their own community as they visit local shops and the library van and have some opportunities to explore cultural diversity by celebrating different customs and festivals.

Informative observations are used, along with photographs and examples of children's work, to create a clear record of children's progress and development. Each child has a key person, who knows them very well and uses this information to plan interesting and worthwhile activities. Careful monitoring and evaluations of the curriculum and activities ensure that they are all offered a broad range of opportunities. Staff support children's progress and development through sensitive interaction and encouragement. For example, babies are provided with treasure baskets containing natural and everyday household items, such as fir cones, wooden blocks and rubber ice cube trays. This encourages them to explore textures to gain a better understanding of the world around them.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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