

Norton Daycare LTD

Inspection report for early years provision

Unique reference number EY440847
Inspection date 11/06/2012
Inspector Rachel Wyatt

Setting address Norton House & School, Norton Canon, HEREFORD, HR4
7BH
Telephone number 01544 318373
Email katwtk@aol.com
Type of setting 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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Norton Daycare Limited registered in 2011. The nursery operates from a purpose-built former school premises which includes a demountable building, enclosed outside play areas and a large field. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year, closing for bank holidays and a week over the Christmas period.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 36 children under the age of eight may attend the nursery at any one time. There are currently 16 children in the early years age group on roll. Support is available for children with special educational needs and/or disabilities and for children who speak English as an additional language.

There are four members of staff including the owner. Of these all have appropriate early years qualifications to level 2 or 3. One member of staff is working towards an Early Years Foundation Degree and one member of staff is working towards a level 3 early years qualification. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well, develop confidence and make satisfactory progress at this welcoming, family-orientated nursery. Overall there are satisfactory procedures to ensure children's needs are met, so they are safeguarded and their health and safety are promoted. The provider and staff are friendly and approachable and their good relationships with parents and increasingly robust assessments help them to get to know each child well. Children enjoy the range of activities, benefitting from opportunities to be outdoors and to experience a range of physical play activities. However, at times some activities lack direction and sufficient challenge to fully cater for children's differing ages and abilities. Since registration the provider and staff have demonstrated some capacity to make improvements, for instance, they have created a secure environment, embedded robust observation procedures and enabled children to take part in different physical activities.

What steps need to be taken to improve provision further?

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

- expand the risk assessment of the premises to include the hall and all outdoor areas, identify all aspects of these environments that need to be checked on a regular basis, and keep a record of these checks (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 25/06/2012

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

- improve the planning and organisation of outside activities in order to promote and extend children's spatial awareness and their safe coordinated and controlled movement when using wheeled toys and equipment
- improve opportunities for babies and younger children to be physically active outdoors
- improve the use of observations and assessments to inform the planning and organisation of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The provider and staff have a satisfactory knowledge of safeguarding procedures and what action to take if they have concerns about a child or if an allegation of abuse is made against a member of staff. Appropriate recruitment and staff development procedures ensure staff are suitable and have the relevant knowledge and experience to work with young children. All required information and agreements are obtained about children and their families before each child starts.

Children and their families have benefited from changes the provider has made since the nursery opened. These include introducing specific sports and dance sessions and the continued development of the nursery's outdoor areas. These initiatives have enhanced children's physical skills and given them meaningful opportunities to garden and recycle. The provider and staff have generally effective methods for evaluating the provision, including seeking parents' views. The resulting action plan covers most priorities, except the absence of some key risk assessments has not been highlighted.

Children and their parents appreciate the welcoming atmosphere. Rooms include child-friendly features such as low-level storage from which babies and children can easily help themselves to books and toys. Children's choices are encouraged, for instance during rhyme time and their interests are increasingly part of short term planning. The provider and staff are confident to work in partnership with parents and other agencies to support children with special educational needs and/or disabilities and families' home languages are valued and used at nursery. Children attending other settings, including those moving on to full-time education, have consistency because the provider is developing links with other providers and a local school. In particular, children benefit from the nursery's good relationships with parents. They feel confident about approaching the provider and staff and appreciate their regular verbal or written feedback about their children's achievements, activities and routines. Helpful information is displayed, for example, about how the nursery operates and about the different activities children enjoy.

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

Children make satisfactory progress in their learning and development. Staff relate well to babies and children so each child feels comfortable and soon settles. Children enjoy activities and key persons are increasingly successful in recognising and following up each child's next steps as a result of interactions with children and regular observations. However, sometimes staff planning and organisation of activities and resources does not fully support children's purposeful learning. For instance, during outside play babies have limited opportunities to freely explore and be active and older children lack coaching and support to help them develop good spatial awareness, pedalling and steering skills. Other opportunities are missed to extend children's knowledge and skills, for example, in problem solving and the use of information technology. However, the provider is introducing systems to aid more accurate tracking of children's progress and to help staff to focus more on children's interests and next steps, both in short term and medium term planning.

Children develop satisfactory skills for the future. They are sociable, make friends and mix well in different age groups. Children usually behave well and staff remind them about taking turns and sharing. Children are often kind and helpful, for example, assisting a younger child or putting away toys. They join in conversations about what they are doing and recall events and enjoy songs, rhymes and stories. Children count and recognise numbers with increasing confidence and accuracy. Their thinking and problem solving are supported, for instance through play with puzzles but staff do not consistently extend more able children's thinking by offering more challenging games or opportunities to compare or calculate. Children of all ages enjoy exploring different textures and materials. For instance, babies busily investigate shape, texture and sounds of a variety of toys and materials placed in baskets or on low shelves. Children are creative, expressing their ideas through role play and art and craft work.

There are satisfactory procedures to promote children's welfare. Staff understand and meet each child's care, health, dietary and cultural needs. Children have prompt appropriate treatment from staff trained in first aid, if they have an accident, become unwell or need medication. Children have a sound understanding of how to be healthy. They follow good hygiene procedures and eat healthily, including sharing the adults' enthusiasm for the new hot lunches. They are growing some vegetables and relish being active and playing outside. Children are kept adequately safe. It is clear they feel comfortable and reassured whilst at nursery. The provider has improved outdoor security and staff complete daily safety checks. However, children's safety is not fully supported because required risk assessments have not been carried out for the hall and some outdoor areas. Children have some understanding of how to behave safely, for example, during role play they describe the danger of getting too close to a campfire. They also take part in regular practise evacuation drills. However, staff do not always foster children's safe, controlled use of wheeled toys and apparatus.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 25/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment). 25/06/2012