

Norton Daycare LTD

Norton House & School, Norton Canon, HEREFORD, HR4 7BH

Inspection date	23/01/2013
Previous inspection date	11/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are safe in the setting as staff carry out daily checks to the premises to ensure that any potential hazards are effectively minimised.
- Children form appropriate bonds with their key person and other children in the setting. This helps them to feel safe and secure in their surroundings.
- Children's language and literacy skills are supported well. They thoroughly enjoy looking at books and listening to stories, which staff tell with expression to hold children's interest.

It is not yet good because

- Improvements are needed to planning and assessment to help staff to clearly identify how to move every child forward in all areas of their learning and development.
- Sleeping arrangements do not always provide the right conditions to enable children to settle down to sleep quickly because the temperature is not always monitored and music is occasionally not soothing.
- Exchanges with parents about children's health routines, such as nappy changing, are not always recorded to present a complete picture of their care and welfare.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the premises.
The inspector looked at children's records, planning, assessments, evidence of suitability of practitioners working within the setting and other required documentation.
- The inspector sought the views of parents.
- The inspector held ongoing discussions with the registered provider / manager and staff.

Inspector

Becky Johnson

Full Report

Information about the setting

Norton Daycare LTD was registered in 2011. It is owned and managed by a private provider. The nursery operates from a purpose-built former school premises, which includes a demountable building, enclosed outside play areas and a large field. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs five members of childcare staff, including the owner, an administrator, who also works with the children and a cook. Of these, three hold appropriate early years qualifications at level 3. One member of staff is working towards an Early Years Foundation Degree and two are working towards a level 3 early years qualification.

The nursery opens Monday to Friday, all year round, except for a week over the Christmas period. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 19 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- build on the current observation and assessment process to identify the next steps of children's learning and development and link this with planning to ensure that all children make good progress.

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

- improve the sleeping environment for younger children by ensuring that the temperature is consistently warm at all times and by providing an atmosphere, which encourages good sleeping habits
- improve the recording of any concerns relating to the safe and efficient management of the setting with specific regard to verbal communication and incidents with parents.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy themselves in this small, friendly setting where they happily play with the range of toys available. Staff are caring and supportive and children form secure relationships with them. They have recently evaluated and changed the way in which they observe and plan. However, this is not fully developed and as a result, the current system does not allow staff to clearly identify and plan for the next steps in children's learning and development. As a result, children do not always make suitable progress in line with their starting points and capabilities. Daily diary books with photographs of children taking part in activities are used as a two-way method of communication to involve parents in their child's learning.

Never the less, some aspects of children's learning is effective, particularly in relation to their personal, social and emotional skills. Children make good relationships both with staff and their peers and they play happily alongside each other. Staff provide opportunities for younger children to mix with their older peers and siblings. This helps to familiarise children with the rooms and routines throughout the nursery, eases the transition process and helps them to settle as they move through the setting. Older children support their younger peers and siblings and prompt them when playing to join in appropriately. For example, they build dens using chairs and large pieces of material, which older children help their younger peers to fasten using clips. Children are developing an interest in books. They listen carefully as staff read stories to them, encouraging them to repeat familiar phrases and name animals and characters in the book. They have lots of fun as they act out the story using puppets and take turns being the monster trying to catch the fox. Singing time is a firm favourite as children join in loudly, shouting for their favourite songs. They play a range of musical instruments, such as bells and tambourines to accompany the songs and especially enjoy marching as they play their instruments in a band.

Children take part in a range of creative experiences. They choose their own paints and brushes before painting an ice-cream van, which they have made using boxes and tubes. Children experiment mixing the colours together and know that yellow and red make orange. Their imagination is supported as they play happily in the role play area, putting the dolls to bed. They pretend that there are alien footprints in the snow and tell staff that it is hiding in the garage. Children learn about the environment and the wider world. They sit outside with their eyes shut, listening to the sounds of the birds and animals. They make 'potions' using flowers and herbs and learn about sustainability as they recycle and make compost. Activities children take part in helps to prepare them for school readiness.

The contribution of the early years provision to the well-being of children

An appropriate key person system helps children to form relationships and ensures that they are safe and secure in their surroundings. Staff are supportive of children, who are new and time is given to help them to settle. They obtain information from parents about

their child's individual routines and preferences before they start. This provides them with a good base knowledge of children's capabilities, likes and routines. It helps them to settle well and ensures continuity between home and the nursery environment. Care routines, such as times for nappy changing are in place, clearly recorded and shared with parents. Staff follow parents preferences to meet children's individual sleep routines. However, the atmosphere in the baby room is not always beneficial to promote good sleeping habits. The temperature is not always consistent and at times is cool and the choice of music playing in the background sometimes leads to children dancing in their cots instead of sleeping peacefully.

Children learn about healthy eating as they enjoy home-cooked meals, such as, pasta bolognese, cottage pie and jacket potatoes. They learn about sustainability as they plant and grow carrots, tomatoes and peas in the garden. Mealtimes are social occasions where children and staff sit together and talk. Children's physical development is fostered as they learn to ride bikes, climb, balance and crawl through tunnels. They enjoy spending time in the fresh air and often construct using tyres, tubes and balls to make waterfalls.

Resources are stored to enable children to safely and easily make choices about what they want to play with. Premises and staff are utilised well. As the nursery is fairly small, there are times during the day when all children come together to play. This enables siblings to spend time with each other and helps younger children to become familiar with the wider nursery environment and other staff. This helps with the transition between rooms when children are ready to move. Children learn about safety as staff sensitively remind them how to use equipment safely. Behaviour is managed well and children learn to share and take turns.

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

Children are well safeguarded as staff have a good knowledge and understanding of their roles and responsibilities in protecting the children in their care. The premises are safe and secure and systems, such as risk assessments are in place to identify and minimise any potential hazards. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff and apprentices. The provider is very hands-on and caring and her enjoyment of working with the children is evident. She understands her responsibility in meeting the learning and development requirements and implements necessary changes to ensure that these are met. For example, she is currently developing planning and assessment practises to ensure that these are met.

Partnerships with parents are good and information is shared with them daily. Parents are happy with the setting and comments received are positive. They say that it is a lovely small nursery and staff know the children well. Parents say staff are warm and approachable and it is like leaving your children with friends that you trust.

Most documentation is in place. However, it is not always accurately completed to ensure the safe and efficient management of the setting. For example, some verbal concerns and

incidents raised by parents have not been fully recorded. Children are prepared for their transitions to school and other settings. Staff meet with teachers and staff from the local school and share information before children move. The provider is able to identify the strengths and weakness of the nursery and action plans are used to act on areas for improvement. Equality of opportunity is promoted and all children are welcome in the setting. Resources promote positive images of diversity and help children to learn about the wider world and value differences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY440847
Local authority	Herefordshire
Inspection number	901539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	19
Name of provider	Norton Daycare LTD
Date of previous inspection	11/06/2012
Telephone number	01544 318373

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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