

The Parade Day Nursery Ltd

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Patricia King

Setting address	Parade Day Nursery, 401 Wellingborough Road, NORTHAMPTON, NN1 4EY
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

The Parade Day Nursery opened in 1983 and re-registered in 2009. The nursery building is a converted house and is situated in a residential area of Northampton opposite Abington Park. Children are cared for in playrooms in the basement and on the ground and first floors. Office space and storage are on the second floor. All children share access to a fully enclosed outdoor play area at the rear of the building and the park is used throughout the year. There are steps at the front entrance.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children in the early years age range may attend at any one time and there are currently 106 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language. Operational hours are Monday to Friday from 7.30 a.m. to 6.00 p.m. throughout the year except for bank holidays

A team of 26 staff care for the children, of these 22 have appropriate childcare qualifications and of these 19 are qualified to Level 3 or higher. One is working towards Early Years Professional Status and one staff member holds a Level 6 qualification.

The nursery holds National Day Nursery Association (NDNA) membership and has achieved quality assurance accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, settled and confident because the staff take great care to establish all available information about them and their individual care, learning and development needs. The environment and daily routines are organised efficiently to provide innovative and challenging opportunities for children to make excellent progress in their learning and development in relation to their starting points and capabilities. Excellent partnerships between providers, parents and other agencies ensure that all individual needs are met, children are fully enabled to participate and they are effectively safeguarded. Highly efficient systems to monitor and evaluate the setting's performance secure a genuine capacity to drive ongoing improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- drawing upon an extended range of quality improvement tools that are

available to continue to plan, organise and evaluate your performance to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The providers are experienced, well-qualified and inspiring role models. They value the team of managers and carefully selected, enthusiastic and well trained staff, actively seeking their input in all aspects of planning and development within the setting. Together they continually reflect and review their practice and the services provided maintaining a consistent capacity for future development. Robust recruitment, vetting, induction and appraisal systems ensure that all adults working with children are well prepared and suitable for their work. This results in a cohesive, dedicated team who are committed to a common aim of promoting children's welfare and learning. This is achieved by maximising every opportunity to support children's progress across all areas of the curriculum. A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents and how to use them effectively to safeguard children. Safety is of paramount importance in the setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised.

Excellent communications and information to parents ensures they have clear understanding of the operational and regulatory responsibilities of the setting and the services provided to children and their families. In discussion and by feedback questionnaires, parents express their praise and appreciation of the setting and key persons. Their comments demonstrate they feel totally included and involved in every aspect of their child's care, development and learning. Every effort is made to work with all agencies involved in the children's care and welfare and positive partnerships are established to enable every child to fully participate and benefit from their time at the setting.

The provider has created a vibrant, exciting, challenging environment where children enjoy innovative opportunities indoors, outside and on outings to learn through their play and experiences. Staff consistently demonstrate positive role models. Consequently children are inspired to achieve well and make excellent progress in relation to their starting points and capabilities

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

Children enter this setting with anticipation and enthusiasm, eager to explore and take part in the extensive range of innovative and stimulating opportunities offered to them each day. Careful attention is paid to keeping up to date with details of children's interests and significant events in their lives. This information is used efficiently by key workers when planning for individual children to ensure that

every child is offered targeted and relevant opportunities to extend their learning. For example, children are encouraged to share their adventures on holidays and visits to extended families. This information is used skilfully by staff to plan activities across all areas of learning such as creative art work, language and literacy, problem solving and numeracy, knowledge and understanding of the world, recognising and valuing family, friends, relationships and their place in the wider world. Children feel special and individual as staff use opportunities such as story time to talk about and affirm important individual details. For example, names of favourite toys and characters are woven skilfully into the text of a tale. They learn through practical activities of others less fortunate in the wider world. For example, the setting raises funds for local and national charities and sponsors a childcare setting in the Gambia. In this way children understand that they are special individuals in a wider world and learn to appreciate diversity in others.

The indoor and outdoor environments abound with planned and spontaneous opportunities and activities to promote learning across all areas of the curriculum and all children have access to these within the daily routines. For example, children are learning how things grow and the world around them and have hands-on opportunities to plant and cultivate vegetable and fruit crops at the setting. They understand the importance of a healthy balanced diet and practise good personal care. This promotes children's physical health and well-being as they play and learn in the fresh air. Regular outings promote children's understanding of their community and the world around them. For example, outings to local shops to purchase ingredients and resources for their activities and visits to eating places from different cultures to inform their café role play. The local park is well utilised and journeys are used to promote awareness of road safety and keeping safe in the outdoor environment. Additional opportunities such as song, dance and French sessions promote development and learning in these areas and are built upon throughout the nursery.

Staff demonstrate excellent role models and children respond happily to reminders when their behaviour is sensitively challenged. For example, a minor dispute over the ownership of a toy was swiftly and sensitively resolved. Children learn that sharing is much more interesting and fun. Any child distressed by separation is comforted and soothed until he/she is settled and comfortable to explore and join in. Children are learning to show care and consideration for others as they develop friendships, help each other and work together. They beam with pride when their efforts and achievements are recognised and praised.

Staff are exceedingly skilful at using spontaneous opportunities to promote learning and use these events effectively to observe and assess children absorbed in their play. Robust systems are in place to observe, check, secure and record children's learning which means that planning is effectively informed to identify next steps. This setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. Discussion and documentation clearly demonstrate that the setting provides very good services to children with special educational needs and/or disabilities and form strong, effective partnership with their parents and other agencies. Consequently, all children attending this setting have every opportunity to become active and competent learners according to their starting points and capabilities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Met