

Park Avenue Nursery School

Inspection report for early years provision

Unique reference number 220038
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Inspector Melanie Eastwell

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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

Park Avenue Nursery School registered in 1992. It operates from the ground floor of the proprietor's Victorian home in Kettering, Northamptonshire. The nursery consists of four rooms, a separate kitchen and toilet area. Children have access to the garden for outdoor play. The nursery offers a service to families from the local and surrounding areas. It is open each weekday from 8am to 5.30pm for 51 weeks of the year, with the exception of Bank Holidays. Access is via seven steps down to the entrance door.

The nursery is registered on the Early Years Register. A maximum of 21 children may attend at any one time. There are currently 57 children aged under five years on roll, some in part-time places. The nursery has a number of children on roll who have special educational needs and/or disabilities and they support a number of children who speak English as an additional language.

There are 11 members of staff, seven of whom hold early years qualifications. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An extremely well-developed knowledge of each child's needs makes sure that the staff are very successful in promoting children's welfare and learning. Children are very safe and secure and they enjoy learning about their local community and the wider world. The partnerships with parents, the local school and other agencies are a key strength and are significant in making sure the needs of all children are effectively met, along with any additional support needs. This means that children make rapid progress given their age, ability and starting points. The manager and staff team have implemented systems for self-evaluation and they are keen to develop these further to recognise the well-targeted plans and continual striving for improvement that benefit the children and their families.

What steps need to be taken to improve provision further?

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

- ensuring that confidentiality is maintained in the medication record book
- developing further the processes for self-evaluation to acknowledge the progression the setting is making to continue to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's care, welfare and learning are ably supported by the skilled and dedicated management and staff team who are mostly confident and experienced

practitioners who work very well together. They know all the children very well and are able to anticipate their needs. Safeguarding is given high priority at this setting. The owner and deputy have completed further training in safeguarding and the owner is confident that all the staff fully understand the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns. The owner has implemented robust systems for the safe recruitment of the staff and to ensure their ongoing suitability. She provides them with support to develop themselves through further training to degree and Early Years Professional Status level. Strong security measures and risk assessments contribute to the children's and staff's safety. For example, a risk assessment is completed before every outing the children are taken on and all parents and visitors are greeted at the door by the staff. Children demonstrate clearly that they feel safe in the setting. They arrive happily and separate from their parents. They are confident to move between their chosen activities and to initiate conversation with the staff and visitors to the nursery. All the children know the daily routine and the younger children settle quickly for a rest or sleep after lunch. The nursery is truly inclusive. Each child is treated as unique and with respect. The staff show a genuine interest in their opinions and what they are doing. Children take part in activities that involve them in the local community, such as, visiting a residential home to sing for the residents, and they enjoy visits from the community police officers. Children's awareness of the wider world is developing well through a great range of artefacts, displays and resources that show positive images from around the world. Parents who have backgrounds from other countries are encouraged to provide photographs and information about their homeland and each day the children sing a 'Good Morning' song in a variety of different languages that are relevant to those children attending the nursery.

The partnership working in this setting is very strong and this has a positive impact on children's feelings of belonging and well-being. For example, parents are warmly welcomed when they arrive and the staff always make time to talk to them and provide detailed information about their activities, rest times and food intake. Parents are fully involved in their child's learning and development. For example, they are regularly invited to add their own comments to their child's record of achievement. Parents have access to well-presented and interesting notice boards that display a wide variety of information about the nursery curriculum, forthcoming events and general childhood. Their contributions are valued. For example, the nursery has invested in display books that incorporate a recording device. These books have been prepared with photographs and captions about the children's day at nursery. The parents who speak English as an additional language have recorded a caption in their home language and the manager records the same caption in English; these recordings, alongside the photographs, are reported to have greatly supported the children when settling in and have contributed to their awareness of different languages. The nursery has developed close links with the local school and arranges a number of visits for the children to see their classroom and take part in events at the school before they leave the nursery. The teachers from the school also visit the children at nursery. The nursery staff work closely with other agencies who may be involved with the children in order to support their development alongside the children's parents. This highly effective partnership culture contributes significantly to a consistent approach and a smooth transition for the children.

The setting has developed systems to evaluate their provision and to prioritise their plans for the future. However, they are keen to develop this further and to embed the process into the setting's daily routine. They demonstrate a strong capacity for continuous improvement. For example, they have taken positive action on the recommendations made at the last inspection and have also completed most of the future plans they identified in their initial self-evaluation. The management and staff team are absolutely committed to continue to provide high quality experiences for the children in their care and continue to identify further plans for the future.

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

Children thoroughly enjoy the highly positive interaction from the skilled staff team. They sit at the activities with them and talk to them about what they are doing. The children choose to come to the activities that the staff position themselves with and are willing to wait their turn if a seat is not available at the table. The staff support the children to become completely engaged in the creative range of activities that are linked to the current theme in the nursery. For example, a recent theme of 'Space' produced a significant amount of high quality work and interest from the children, including art and craft work, photographs, interactive computer activities, dressing up, role play and number awareness. The theme has now changed to 'Food' and yet the children still refer back to the space theme and enjoy making a small box that will contain artefacts and memories of this theme for them to refer back to if they wish. The planning of activities takes account of each child's interests and individual learning journey. All members of staff are involved in the planning process and have opportunities to identify and plan specific activities for their key children. When children first start attending, information is gathered through initial observations and from parents about their progress at home. The key workers use this information to provide appropriate activities to assist the children in the settling-in process. Children's progression is clearly recorded under each of the six areas of learning in very well-presented files that contain ongoing observations that are recorded by the staff either through the planned activities or through the children's free play. The key workers also record an individual 'narrative observation' each term for the children where they track their activities, who they play with and any conversations for a specific amount of time. These observations are evaluated and identify any interests or development that goes forward to the future planning for that child. The staff demonstrate a good understanding of how to implement the Early Years Foundation Stage for each child and ensure that the children lead the play and activities. Children enjoy being able to access lots of their own activities and play materials, both inside and in the garden. They make the most of the free flow opportunities to play indoors and outside, where the staff have created a stimulating environment and take activities, such as, craft, drawing and cutting outdoors.

Children enjoy their time in the nursery and demonstrate that they feel confident and secure. They particularly enjoy the positive interaction from the staff, who know them all very well and respond to their needs effectively. Children are able to

be independent and are encouraged to make choices and decisions about their play and activities. They look for their friends and call them over to join in with games, such as puppets. Children can hang their own coats up. They know where their pegs are and most can put on their own coats and attempt the fastenings. Children can take part in a self-registration system where they take a card hanging from their peg that asks how they are feeling that day and choose which pocket to put the card into; the pockets display emotions, such as, happy, sad and excited. Children enjoy meals that are freshly prepared by the nursery cook. Their independence skills are further promoted during this time as they take turns at being 'head of the table'. These children collect trolleys that contain the cutlery and cups for lunch and they serve the plates of food to the other children. When the meal is finished, the children are encouraged to take their own plates away and rinse them off before they go to the kitchen to be washed up. The staff support children to be independent in the bathroom; they wash their hands and clean their teeth after lunch. Each child is treated as a unique individual and with great respect. The staff understand their specific needs for support and ably manage this within the activities. The children respond to the staff team's positive language and facial expressions and their willingness to get involved with their play. This skill in engaging children is beneficial to their growing confidence and self-esteem and promotes children's learning and development.

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

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