

# The Day Nursery In Towcester

6 Watling Street East, Towcester, Northamptonshire, NN12 6AF



## Inspection date

19 October 2017

## Previous inspection date

10 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The managers have established strong partnerships with other professionals involved in safeguarding children and supporting their learning. They ensure children receive the targeted support they need to continue to close gaps in their learning.
- Staff in pre-school successfully focus on preparing children for school. Children benefit from many enjoyable activities that support the development of their early literacy and mathematical skills. For example, they enjoy choosing the number targets at which to throw their ball.
- All children make good progress in their learning relative to their starting points.
- Staff help children gain positive attitudes and good personal learning skills. For example, staff help children consider their friends' point of view, such as when pre-school children vote for a preferred activity. Children learn to be tolerant, patient and they behave well.
- Staff and managers are ambitious. They enthusiastically engage in professional development opportunities to improve aspects of their personal practice. For example, staff improve activities based on the managers' feedback.

### It is not yet outstanding because:

- Staff working with the two-year-old children in the baby room do not fully focus their support on building as much as possible on what children can already do.
- The managers have not fully considered how best to use tracking information, including data about the progress for groups of children, to target provision and practice precisely to help raise children's achievement to the highest possible level.

## What the setting needs to do to improve further

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

- focus teaching and provision more carefully on two-year-old children's existing skills and levels of understanding to help them make the best possible progress
- make better use of tracking of children's progress, including for small groups, to help monitor and enhance the impact of the provision and teaching on children's attainment.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers.
- The inspector carried out a joint observation of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure staff regularly update their safeguarding knowledge. Staff are clear about signs that would give them child protection concerns and the reporting procedures to follow in the event of such concerns. The managers ensure staff are suitable and they monitor their practice. Staff benefit from regular supervision to develop their knowledge and skills. The managers use the views of staff, parents and the local authority to strengthen aspects of the provision. For example, they have enhanced menus and further targeted planning for children's learning. The managers use assessments of children's learning to identify where individual children require any additional support. Staff keep parents well informed about the care their children receive and the progress they make. Parents express that they are very happy with the provision.

### Quality of teaching, learning and assessment is good

Staff are attentive to children and get to know them well. The staff in pre-school are particularly skilled at building learning opportunities around children's spontaneous play interests. For example, as children enjoyed threading cereals onto pipe cleaners they showed an interest in birds. Staff helped children use books to find out about birds and supported them to develop their threading activity to make bird feeders. Staff working with younger children support their communication and language skills well. For example, they model simple words, sing to children and use gesture well to support children in activities. Children have many opportunities to create and imagine. For example, staff encourage children in pre-school to use descriptive words as they draw pictures of faces. Babies explore the texture of pasta, and younger children use crayons to make marks.

### Personal development, behaviour and welfare are good

Staff provide a stimulating environment and children are keen to join in activities. Staff offer effective support for children's physical and emotional well-being. Children participate willingly in care routines, such 'tidy-up' time and when washing hands before mealtimes. Children enjoy the time spent energetically outdoors, confidently riding bicycles and scooters and exploring the environment. Staff working with babies sensitively ensure they are comfortable and experience continuity in their care.

### Outcomes for children are good

Children gain good skills in readiness for their next stage in learning, including their eventual move to school. Older children manage their self-care needs well, such as when using the toilet independently. Pre-school children learn to read and write their own name, and some children learn how to read and write other simple words. They count and recognise numbers and shapes. Babies gain the basic skills well, such as walking and talking. Two-year-old children learn to socialise, express their thoughts and develop their physical dexterity. All children, including those who speak English as an additional language and those with slower starting points, become confident communicators.

## Setting details

<b>Unique reference number</b>	EY298096
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1101994
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Christina Margaret Alexandrou
<b>Registered person unique reference number</b>	RP514266
<b>Date of previous inspection</b>	10 March 2014
<b>Telephone number</b>	01327 359647

The Day Nursery in Towcester registered in 2005. It is close to the centre of Towcester town. Opening times are Monday to Friday from 7.30am until 6pm. The nursery provides funded education for two-, three- and four-year-old children. There are 10 members of staff employed to work with the children. Of these, eight hold appropriate early years qualifications at level 2 or above. One member of staff holds a qualification at level 5.

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