

Fledgelings Day Nursery

Inspection report for early years provision

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Inspection date 27/04/2010
Inspector Beryl Witheridge

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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 Fledglings Nursery School opened in 2003 and operates from five playrooms, an office, toilets, a kitchen, a laundry room, a large hall and a library area in a converted chapel. It is situated in the town of Ramsgate, Kent. A maximum of 67 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 129 children aged from six months to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The nursery supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 23 staff. Of these 21 of the staff, including the manager hold appropriate early years qualifications. Three of the staff are working towards a qualification. The nursery receives support from advisors from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is very effective in catering for children's individual needs and recognising the uniqueness of each child attending. The partnership with parents, the local school and other agencies are well established and ensure that the needs of all children are met. The policies and procedures are competently implemented by enthusiastic and dedicated staff. Recommendations made at the last inspection have been fully implemented and all staff and parents have been included in the ongoing evaluation process. Action plans are put into place immediately to address any improvements required. This shows that the provision is fully able to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation regularly to ensure that all staff and children know how to protect themselves in an emergency
- ensure staff clearly evaluate activities and keep a record so that all staff can share this information

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding from the rolling programme of training which ensures that they all have up to date knowledge. They have established clear procedures for dealing with allegations. The staff are aware of their roles and responsibilities and know how and when to record information and how to use this to refer any concerns to the appropriate agency. This provides good safeguards for the welfare of children. The robust vetting procedures and the induction system for new staff ensure that all staff have a clear understanding of the procedures that support safe practice. The managers ensure that staff are fully supported in their role by a very good induction programme, regular staff meetings and yearly appraisals. There is clear information provided for parents on how to raise complaints or concerns. A manager is always available to talk to parents about their concerns should they have any. The staff carry out frequent and regular risk assessments and checking routines, these are recorded with actions taken, which minimises identified hazards successfully. The emergency evacuation is practised with staff and children but this does not occur often enough to ensure that all staff and children are fully aware of the procedures, which could compromise safety. The play resources are all age-appropriate, cleaned and checked regularly to ensure they are in good condition and safe to use.

The manager, staff and parents have all been involved in the self-evaluation process and have identified improvements they intend to make as well as having already implemented others such as the new path to the front of the building and the improvements to the surface for the outdoor area and staff in the baby room rearranging the room to give children more space to play. Future plans include making the building more accessible for children and/or parents with a disability; doors are to be made wider and a lift installed to allow easy access to the first floor. Good awareness of the needs of children and a shared vision for the development of the setting enables managers to encourage contributions from staff and parents, so that they all work together to bring about improvements. Staff have participated in a variety of training opportunities and use the knowledge and experience they gain to enhance the opportunities for children.

A good two way flow of information ensures staff regularly speak to parents and make them aware of children's achievements and discuss any concerns they may have. Information is shared with parents during the consultations and when children first begin at the group, when their individual requirements and development are noted, so that staff can work effectively to support and include them. Parents benefit from opportunities to access written records of their children's progress as well as receiving verbal and written information about the policies and procedures used in the nursery. The managers have positive relationships with parents and other agencies which enables them to work together to meet the needs of individual children. Parental contributions are valued and this is reflected through the use of questionnaires; the responses are followed through to address any concerns expressed. Other agencies that are involved with children who attend are able to visit the setting and there are good opportunities to share information and enable smooth transitions for children. Staff use various

resources and knowledge to support children with English as an additional language well, ensuring that children feel confident to develop their use of English, staff use Makaton signing with all children which further improves their development and communication. Children with special educational needs and/or disabilities are welcomed into the setting and staff work closely with parents and others involved to support them.

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

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. There is a clear system for recording what children do and achieve, and key staff plan for the next steps in their learning by using their observational assessments. The staff offer good opportunities for children to progress by identifying activities that can be used to plan for individual progress. Although there is clear recording of children's progress, staff do not evaluate activities to enable them to identify the purpose of an activity and whether or not it achieved the outcome they intended. Staff successfully support children's spontaneous learning, when they are able to freely access toys and resources of their own choice; this builds upon the individual achievements for the children.

Plans provide for a variety of play and learning experiences using an interesting range of resources, such as using computer programmes that support children's understanding of numbers and shapes. Staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children, including those with special educational needs and/or disabilities. Play resources are age-appropriate and in good condition, allowing children to experience play and learning which is adapted to suit their ages and stages of development. There is an extensive and interesting range of resources that meets the needs of every child and caters for the interests and needs of the children who attend. For instance, there are plenty of resources for imaginative role play, including dressing up clothes and a purpose built home corner which can be turned into a shop, a police station, a hospital or anything else the children's imaginations want it to be.

Children enjoy their time here as staff recognise their skills and praise their achievements, displaying their work and encouraging their contributions. Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children's behaviour is good and they play harmoniously together, enjoying opportunities to select from the toys and resources provided. This is particularly noticeable when some children are settling for a rest after lunch and a child who is not sleeping finds a book and sits with them telling several children a story sharing the pictures with them.

Children develop an awareness of their own health by enjoying opportunities to discuss the foods they eat and they learn the benefits of a balanced diet. As children are playing with playdough, they are making food, a member of staff asks what they have on their shopping list, they have a discussion about what foods are

good for them and what foods are bad for them, they talk about proteins, sugars and fats. Children's dietary needs and preferences are recorded and used by staff preparing and serving food to ensure their health and safety. There are secure systems in place to promote children's health such as the cleaning and checking routines which staff carry out. There are also measures in place to ensure children learn about good hygiene procedures such as hand-washing; each room and hallway also has a hand sanitiser to help prevent the spread of infection. Staff were seen to use this after wiping children's noses or going from one room to another. Staff use gloves and aprons when changing nappies and these are disposed of safely.

Children feel secure in the setting; they are comfortable with staff and each other. Staff always sit at children's level while talking to them or playing with them. This promotes their confidence and self-esteem. Children have regular opportunities to enjoy outdoor play in a safe and secure play area with appropriate resources, and occasionally babies experience some local outings when they are carefully supervised. The children also have access to an indoor soft play area where they enjoy climbing, balancing and being imaginative with the equipment. They love music and enjoy singing and dancing all of which improves their physical development. Children are confident and become socially aware. All activities help children develop skills for their future. Overall, an inclusive and welcoming service is provided.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children develop skills for the future	2

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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