



## Fawley Independent Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	110496
<b>Inspection date</b>	21 September 2006
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<b>Registered person</b>	Fawley Independant Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Fawley Independent Day Nursery opened in 1997. It is privately owned and managed and serves the local area. It operates from four rooms in a converted building.

There are currently 86 children from birth to under five years of age on roll. Of these 34 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs and welcomes those who speak English as an additional language.

The nursery opens five days a week all year round from 08:00 until 18:00.

There are 15 staff who work with the children. More than half of the staff hold appropriate early years qualifications. There are six staff who are currently working towards a recognised

early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment where their good health is very well promoted. The toilet area is light and attractive, with posters reminding children to wash their hands. Toilets are regularly checked and cleaned by staff. All toiletries are kept well stocked, so children access such items as toilet tissues at all times. Children learn good hygiene routines and are keen to wash their hands after toileting as they are provided with low level 'squishy soap' dispensers and paper towels. Good routines are in place for nappy changing. Staff wear gloves and aprons and dispose of nappies appropriately. Changing mats are cleaned with antibacterial substance between uses, minimising the spread of infection. Children are provided with potties to aid them in their potty training. Children are learning to keep a clean environment. They enjoy being involved in cleaning the tables before snack and meal times and understand that they are cleaning to get rid of the germs.

Children are well cared for when they are ill and parents are contacted. A sick child policy is in place and shared with parents so that they understand the nursery's duty to protect all children from infection. A list of notifiable diseases is displayed so that parents are aware of the early symptoms of such illnesses as meningitis and measles. Thorough systems are in place for the safe administration of medication and all records are kept accurately and shared with parents. Parental written consent is requested so that children can access emergency medical care in their absence, so that all children can be well cared for.

All food preparation areas are well organised and regularly cleaned as staff follow the guidance of the local environmental health department to limit cross contamination of food. Baby milk is clearly labelled for individual children and dated when opened. This ensures that the milk is fresh and appropriate for their dietary needs. Children on specific diets are well cared for as staff work closely with parents to provide food that is safe and appropriate for their children's needs, including any cultural and religious needs. Careful menu planning ensures that children are provided with an interesting and balanced diet. They enjoy a range of snacks including a variety of fruits and toast. Children enjoy nutritious food, which is freshly prepared on the premises. Babies and toddlers are offered drinks regularly and older children are able to access water through out the day as well as milk at snack times so children's thirsts are quenched. Children participate in activities in which they learn about healthy eating for example, children are involved in growing tomatoes and pick them, they then use them as they make their own sandwiches for tea.

Babies follow their own sleep patterns and sleep in cots that are freshly made up with freshly laundered bedding. These are clearly identified and labelled so reduce the risk of cross infection. They sleep in a room that is kept dark and airy and the temperature is monitored so that children do not get overheated. Children are regularly checked when they are sleeping and this is

recorded then shared with parents. Older children are encouraged to have a 15 minute rest time, after lunch to ensure that they can maintain their energy levels.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in an environment where their safety is paramount. The building is secure and the outside area is fenced and gates are kept locked. A closed circuit television alerts the staff to any one entering the premises. Visitors are escorted on and off the site. They are asked to sign the visitor's record and children are never left with people that are unvetted.

Regular risk assessments are in place both on site and on outings. Any hazards identified are then addressed to minimise the risk to children. All cleaning materials and medication are stored out of the reach of children. Children are safely transported in appropriate car seats, provided and fitted into vehicles by the parents. Staff ensure that any vehicle hired is well maintained and has adequate insurance cover. When children are taken out walking, they learn about road safety.

Children have access to toys and equipment that are of good quality, age and stage appropriate and well maintained. For example, babies and toddlers are provided with low slides and low swings in the garden and appropriate size bikes so that they can manage them safely. They are able to pull themselves up on sturdy furniture. Safety gates are in place to ensure that they have a controlled safe environment where they can be free to crawl around and explore. Older, more confident children are beginning to take risks whilst being very well supported by staff.

Children become aware of the routine for emergency evacuation as this is practised regularly with all children. All practises are evaluated and recorded so that staff can ensure it is carried out in the most quick and effective way. All fire exits are kept clear and a well maintained mains linked smoke alarm system gives staff and children an early warning of danger.

Children are protected as staff have good knowledge of child protection issues and systems are in place to report any concerns. A nominated person takes a lead role and keeps staff informed of any changes to legislation. The child protection policy has been reviewed to reflect the most recent legislative changes. New staff are informed about their responsibilities through the induction package. Staff have a responsibility to attend training to ensure that they have the appropriate knowledge. Parents are informed of the group's responsibility to protect children. All existing injuries and accidents are recorded to ensure the safety and welfare of all children and these are shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are well cared for, they enjoy their time at the nursery and arrive happily. They separate from their carer with ease, as they are welcomed by the staff and their friends. Children are able to access a wide range of resources which are presented in a way that allows children to explore them freely. They are making decisions and promoting their independence. Regular routines make children feel secure. Activities are interesting and varied and engage children's

interest and offer realistic challenges. This results in children being well stimulated and relaxed in their play. Staff show a good understanding of the Birth to three matters framework and plan interesting activities around this to ensure under threes develop at a rate that is individual to their needs.

Babies are nurtured; they are cuddled often and well supported as they learn to sit up. They become keen to explore their environment as they find many items of interest around the room. They become fascinated by the mobiles as they blow in the wind. They particularly like looking at their reflection in the mirror. They are able to pull themselves up on sturdy furniture. They really enjoy books. At story time they sit transfixed as staff use the intonation in their voice to engage their interest. Under twos are beginning to anticipate the lines of familiar nursery rhymes and start to do the actions. Activities are changed often so that children do not become bored.

### Nursery Education

The quality of teaching and learning is good and three year olds are making steady progress toward the Early Learning Goals. Staff's knowledge of the Early Years Foundation Stage curriculum is sound and they plan and provide a broad range of experiences for children. Differentiation in planning ensures that children are well stimulated and appropriately challenged and can learn at a pace most suited to their needs. Staff skilfully ask children questions that make them think. They set up activities with a range of good resources and allow children time to use their natural curiosity to develop their own learning. They praise and encourage children so that that they gain confidence in their own abilities and continue to want to learn.

Children are excited by the range of opportunities for physical play, in particular the weekly 'soccer sports'. They arrive at nursery keen to get started and dressed in appropriate clothing. They are learning that exercise is fun. They begin to understand how exercise affects their body as they run around and then feel what happens to their heart. Children listen to simple instruction as they are given tasks to do, such as, hop on one leg or skip or jump. They begin to learn to control their balance as they tap one foot on a half moon plastic ball. Staff are able to identify those less able and are close by to guide and support. Children are able to manoeuvre and find a clear space, being careful; not to bump into one another. They are keen to explore the new climbing frame which captures their imagination as on the 'look out' platform they can pretend to be pirates, steering a boat and become familiar with the use of binoculars. Staff understand that children learn by taking risks and provide a safe environment in which children can learn about their own limitations. For example, for children who are agile and want to push themselves further, staff make a conscious decision to let them. They stand close by and are ready to stop them from falling. In this way the child learn about danger and how to keep him self safe.

Most children have good communication skills and are confident when speaking to adults and children. They take part in circle time, talking about themselves and their families. Children are beginning to recognise their names as their pegs and personal drawer space is clearly labelled. They feel a sense of importance as their name is mentioned in the nurseries welcome song. They enjoy finding their names, some need to be supported and this is done by more able children as well as staff, who prompt and help children recognise the sound of the first letter.

They begin to understand that print has meaning as staff clearly label toys and resources. They practise writing their names as they label their work or are involved in more focused writing and letter recognition. Staff are skilful in their approach and take into account the non-verbal signs that children give. For example, when new children do not wish to be part of a group or be led by adults, staff back off and allow children to take the lead in their play. This results in children being involved in purposeful activities of their own choosing.

Children develop their maths skills in a variety of ways, for example, through stories, songs and rhymes. At story time they count how many ears the bear has. Staff ask children to use their fingers to show that they understand what two is. They ask children to use their bodies to show them big, little and tiny, so children begin to understand the language for maths. Children get many opportunities to count and most are beginning to count up to 10. Children are beginning to learn about shapes, through craft activities and construction. They particularly like the hollow felt shapes of differing sizes which they explore with their body. They engage other children in their play as they practise threading them over each others heads and arms. They are able to match them up and recognise that there are different sizes. Most children can confidently recognise triangles and circles and squares.

Children show a willingness to tackle problems and enjoy self chosen activities. They show perseverance and concentration. For example, they are able to independently access a range of scissors and paper and choose to practise their cutting skills. They are developing right and left handed preferences, as children play uninterrupted by an adult, they plan and modify their actions until they succeed. Their facial expressions show that children have pride in their sense of achievement.

Children have varied opportunities for imaginative play; they play with small world people and cars. Plans show that children play with purpose, for example they learn about the experience of doctors and hospitals, shops and vets, as staff provide them with dressing up and role play. However, spontaneity in this area is hindered by the fact that these resources are not readily available on a daily basis, limiting the depth of children's experiences.

Staff allow children to take the lead when playing in the sand. So children develop their creativity and are able to explore it. They use a range of tools as well as their senses. Children show great concentration when carefully filling small receptacles and then empty them into a bigger one showing that they are beginning to understand about volume. They independently help themselves to more equipment, such as differing sizes of sand wheels cups and spades. They explore the feel of the sand as it runs through their fingers. Children purposefully spill some on the floor so that they can draw patterns in it. They stand back and admire the patterns they have made. They enjoy shuffling it with their feet and realise that as they move their feet they can create a rhythm.

Children learn about the environment for example, they have trips out to the local farm where they handle small animals; they explore the feel of the chick's feathers as they stroke them. They feed the goats and learn to care for living things. They learn about the dangers of farm machinery and how to keep themselves safe. Children enjoy simple gardening. They are involved in planting and watering the tomatoes and learn how things grow. When the tomatoes are ready to eat, they cut them open and explore and find that there are seeds inside, so begin to

understand the growth cycle. They make sandwiches and experience what they taste like when they are fresh. Children are keen to use the computer; they learn to take their turn. They play with simple programs and show increasing confidence as they begin to manipulate the mouse and understand about switching it on and off.

### **Helping children make a positive contribution**

The provision is good.

Children settle well at the nursery because they are welcomed by well informed staff who know them well. Most children are emotionally secure and have a sense of belonging. They know where things are and have a special place to put their personal items. They feel secure because they know the routine of the nursery and are consistently cared for by staff who nurture and care for them and provide for their needs. Children are respected and valued by staff that treat all children as individuals. Staff acknowledge their individuality promoting their self esteem, for example, children are praised and encouraged when they wait their turn and sit quietly, when they show initiative and tidy up. Staff take care and show an interest in what children say and do. They listen carefully and begin to understand what is important to them. Staff notice when they are wearing something different and tell them how nice they look, giving children a sense of pride. This makes children feel acknowledged and affirmed. Their work is displayed so children feel it is worth while and that their achievements have been celebrated. Staff show sensitivity, towards children they recognise that children are affected by such things as house moves and new family members. They talk to children about their experiences and support them through the changes. New children are given the time and space to settle into the nursery at their own pace. Staff observe and understand that sometimes children shy away from adults and need to be left alone to familiarise themselves with new people and their surrounding however they take note of what the child likes and provide activities that children are familiar with to help them feel secure.

All children are included and welcomed into the setting. The group have an identified SENCO who is knowledgeable about the Code of Practice and has experience of caring for and providing suitable education programmes for children with learning difficulties and/or disabilities.

Children behave generally well because staff are skilful in managing a range of behaviours. Children are given firm boundaries which are based on their safety, the care and respect of others and their belongings. These are discussed with and agreed with parents and are consistently applied through out the nursery setting. Staff ensure that the strategies used are appropriate for the age, stage and development of children. Positive re-enforcement is used and children are praised and encouraged when they do well. Children are keen to take care of their environment. They readily offer to clean, tidy up and help. They learn to care for each other and offer out the food at snack and mealtimes, they are learning to understand that others have needs too and they need to share the food at mealtimes. They play alongside each other and are learning to take turns and share. Children are keen to learn, listen to adults and settle down well and concentrate on self chosen activities.

Children begin to learn about diversity as they are provided with a range of resources that reflect and promote positive images of diversity. For example, dressing up resources provide outfits from other cultures, such as Indian and Chinese outfits. Books show positive images of

both male and female doing different types of work. Puzzles and books show that not all people are the same and showing people with glasses and in wheel chairs with different colour hair and skin. Children celebrate festivals which are both familiar and unfamiliar to them. For example, The Chinese New Year, St Patrick's Day, and American Independence Day. They sample different foods which are sometimes not familiar to them. These activities stimulate discussion and allows children to discuss their beliefs and celebrate the diversity.

Partnership with parents and carers is good. Children benefit from the good relationships which are built between parents and staff. Before children commence at the nursery, parents and children are welcomed to visit, a settling in procedure is planned and information is shared on how to best care for the child. This includes issues such as dietary, cultural and specific health needs. This information is used to help children settle well and begins to build the trust needed to build effective partnerships with parents. Staff understand that parents know their children best and ask parents to provide information about their child's development. This is used as a starting point to plan activities which will further develop the child's learning. Parents are involved in their child's education through out their time at the nursery. Notice boards and newsletters keep parents well informed about what children will be doing and what learning is expected to take place. Parents of children who are receiving nursery funding are given clear information about the early learning goals. They are given ideas on how they might wish to extend this at home, involving them in the education of their child. Parents are provided with daily updates on their child's development. Babies and toddlers receive written daily diaries which include things such as sleeping, food in take toileting and children's general well being. Parents of older children are given daily verbal feed back about their child's day and all records are shared, for example accident and medication records. Regular information evenings are provided and parents are invited to attend and discuss their child's development. Parents are asked to contribute their thoughts and ideas about the nursery provision. Just recently they were involved in the evaluation of nursery care, they were thanked by the staff who value this contribution and will use the information to provide better care for children.

Overall the children's spiritual, moral and social needs are fostered

## **Organisation**

The organisation is good.

Children's care is enhanced because children are cared for by well qualified staff who attend regular training and develop their practice. Trainees are well supported in the setting and take an active part in providing good care for children. Appropriate procedures are in place for the vetting of staff, however, the health checks have not been sufficiently upgraded since recent changes in legislation, which require the provider to ensure the suitability of all staff. This has little impact on the children's care as when needed staff disciplinary procedures are rigorously carried out.

Space is well organised and children are welcomed into a bright and attractive rooms with good wall displays. They are cared for mainly in age related peer groups in separate rooms, dependent on their developmental needs. Rest areas are provided for all children so that children can rest and/or sleep peacefully. There is a good range of resources for both inside and outside play, most of which are freely available and well presented. Suitable temperatures are maintained



and ventilation is good which means that air circulates well through out the premises creating a comfortable atmosphere for playing and sleeping. The outdoor area is particularly attractive and spacious; it has been well thought out and allows for a range of activities to take place. Older and younger children play separately on equipment that is attractive and age appropriate and develop their physical skills. New equipment enhances older children's physical play experience. Ratios are being maintained in line with regulation. This means that children get the supervision they need and are kept safe.

All policies and procedures required by regulation are well organised and in place. Staff provide accurate records on such things as accidents and medication. However children's individual records of achievement are not always kept up to date, this has little impact on the planning for individual children as staff are clear about children's individual needs through observation and daily evaluation sheets. These records are used to plan the next stage of children's learning. An accurate record is kept of children's daily attendance and the deployment of staff this identifies that ratios are being met. All records are shared with parents and support the care of individual children.

Leadership and management is good. Staff have a strong sense of direction, are flexible and work well as a team. They have a clear knowledge of the nursery practice. This is evident as they can move around the nursery with ease and cover for each other when they are sick or on leave, providing continuity of care for children. They have a clear vision for the future of the nursery and continue to evaluate and develop their practice involving parents and staff in the process. Staff have regular appraisals where they identify their strengths and areas for development. Management recognise individual staff strengths and are keen to give them opportunities to use them. All staff are committed to continually developing good practice which reflects on the good care given to children and the representatives from the nursery meet with local nurseries, pre-schools and advisory teachers. They attend early childhood conferences to share good practice and broaden their knowledge, they bring this knowledge back to the nursery and cascade it to staff so that they can use it in their practice.

A thorough induction procedure is in place to ensure that new staff become familiar with the policies and procedures within the group. Trainees are particularly well supported by senior staff who ensure that they are aware of the purpose of play activities and prompt sheets help staff focus on learning outcomes. All staff attend regular staff meetings, put forward ideas and take an active part in planning a broad range of exciting, activities which cover all areas of the curriculum. Sound evaluation systems are in place to monitor and ensure that plans and activities promote the learning outcomes for children. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the group were recommended to develop health checks for new staff. These are now in place however the health checks have not been sufficiently upgraded since recent changes in legislation, which require the provider to ensure the suitability of all staff. They were asked to provide healthy meals and snacks for children. The menu has now been reviewed and children are provided with health and nutritious foods.

The provider was asked at the last education inspection to include samples of children's works in their records. They are now kept and dated providing strengthening evidence for children's achievements.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.'

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and amend the health check procedures to ensure staffs suitability

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more accessibility to the resources that allow children opportunities for regular incidental, imaginary play

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