



Fair View Kindergarten and Nursery School

Inspection report for early years provision

Unique Reference Number	254054
Inspection date	27 November 2006
Inspector	Pauline Margaret Todd
Setting Address	Fairview Farm, 31/33 Corner Lane, Horsford, NORWICH, Norfolk, NR10 3DG
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Registered person	Jane Frances Christine Cooke
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Fair View Kindergarten and Nursery School opened in 1994. It operates from four rooms in a purpose built building in the garden of the owner's property. It is situated in the village of Horsford, close to the city of Norwich, Norfolk. A maximum of 57 children may attend the facility at any one time. It is open each weekday from 07.30 until 18.00 all year round. The facility includes the Sunshine Club which provides before and after school care during term times and play schemes during the school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 105 children aged from one to under eight years on roll. Of these, 38 children receive funding for nursery education. Children come from a wide catchment area. The setting supports children with learning difficulties and children who have English as an additional language.

The nursery employs 13 staff. Most of the staff, including the manager and deputies hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted appropriately because the setting takes positive steps to ensure that the premises and equipment are clean and well maintained. Older children take responsibility of meeting their own personal care needs, for example, they use the toilet and hand washing facilities independently. Staff give assistance to younger children to make sure correct hygiene practices are followed. Some of the setting's procedures for nappy changing are not always observed to prevent the spread of infection. Children's health details and medical requirements are clearly recorded to maintain their good health, for example, asthma, the use of an epi-pen for nut allergy. Staff follow suitable procedures which enable children who are unwell to be cared for appropriately. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident. Detailed records are kept and parents are given an advice sheet following any head injuries.

Children are provided with nutritious, balanced meals and snacks which are properly prepared on the premises. They have some opportunities to learn about healthy eating, for example, they have fruit at snack times and bring healthy packed lunches. Children serve themselves at snack times and older children staying for tea make their own sandwiches from a choice of fillings. However, staff do not always make sure good hygiene practices are followed to prevent the spread of infection, for example, food is placed directly onto the table and children put the knives in their mouths and then back into the butter. Children with allergies have their needs met appropriately because the parents have provided the setting with detailed information about their requirements to promote their well-being. Menus are displayed regarding the cooked meals provided by the setting for parents to see. Young children eat their food sitting in high chairs or at low tables in a group which makes it a pleasurable, social experience for them. Staff maintain good eye contact as they encourage them to feed themselves using spoons and fingers. Children of all ages have access to water or low sugar squash to ensure they drink sufficient amounts to keep them healthy.

Toddlers practise and develop their independence physically and emotionally. They are active and acquiring suitable control over their bodies. They play confidently with the play equipment outdoors, crawl, pull themselves up, take steps and practise their walking indoors, for example, they push toy buggies and upright cleaners. The older children have regular opportunities to experience fresh air and physical exercise. They pedal and push themselves along on ride-on toys and run around. The range of play equipment provides them with challenges, for example, they use large climbing apparatus with a swing bridge and ride bikes and scooters. They demonstrate good control and coordination, for example, when throwing and kicking balls, using hoops and pedalling backwards. The two-year olds are also able to be active indoors because staff provide them with items of physical play equipment to develop their skills, for example, trampoline and rockers. Children are developing competent manipulative skills, for example, they use spatulas well with junk modelling activity and brushes when painting.

Children are able to fulfil their own needs with regard to rest and relaxation. They use comfortable cushions and beanbags on the floor as they wish during the day. Two-year olds sleep safely on mattresses in a quiet area of the room. The other children engage in quiet activities so that they can sleep undisturbed. Toddlers use travel cots or cushions and blankets on the floor to be able to snuggle-in which promotes their well-being and gives them emotional comfort.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe because there is a secure entry system into the premises and staff are vigilant, for example, they mop up the water spilt from the water tray and ensure harnesses are used for the feeding chairs. They use risk assessments and daily checklists to minimise risks. However, there are still some potential hazards present, for example, children gaining access to the stairs and tripping over uneven paving slabs. Robust procedures are in place regarding the collection of children from the local schools to keep children and staff safe. All staff members have a satisfactory understanding of their roles to ensure children's safety in an emergency. Fire drills are practised regularly.

Children's welfare is satisfactorily safeguarded by staff having an awareness of child protection procedures. They have an understanding of their responsibilities towards the children in their care. Relevant documentation and details of the referral routes to follow are available if they suspect that a child is being abused or neglected. However, the child protection policy does not give clear guidance as to the action to be taken if an allegation is made against a member of staff or volunteer.

Children of all ages benefit greatly from being cared for in rooms that are warm and welcoming. There are colourful displays on the walls, mobiles hanging from the ceilings and friendly background music playing, which help them to feel secure and at ease in the setting. Appropriate use is made of the space available to provide children with free movement and well spread out activities to promote their development. The garden provides an excellent outdoor play area for children to use all year round.

Children have independent access to a range of developmentally appropriate resources from low storage units and containers which encourage choice and self-selection, for example, 'small world' toys, construction and books. Children help themselves to aprons before painting and playing in the water. Children mainly use suitable furniture which enables them to sit comfortably to eat and take part in a range of activities. There are sufficient items of equipment to meet the varying needs of children under two years of age, for example, high chairs, buggies, travel cots. All children use child-sized utensils to eat their meals.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is promoted successfully because they undertake a wide range of activities and play opportunities that develop their emotional, social and intellectual capabilities. They

are happy and well-settled. Young children play with a varied selection of activities which are put out for them, for example, decorating flowers with stickers, making glitter pictures. Staff give them encouragement, for example, they clap and say clever girl. They sit on the floor with the children to support them with their play materials, for example, pop-up and musical toys, to read them stories. The staff use the 'Birth to three matters' framework well to promote positively the development of toddlers and young children. They use it to help them identify the next steps in their learning.

The two-year olds play with a range of 'small world' toys and dress-up to develop use of their imagination. They undertake craft activities such as sponge painting. All children enjoy singing familiar songs and listening to stories they know well. They show delight when singing Christmas songs accompanied by staff playing the guitar. They join in enthusiastically with the actions to the songs and beat in time on their drums. Children are very confident to select their own play equipment. They seek assistance from staff, for example, to make a vehicle from construction pieces, to draw around their hands, which helps them to develop positive relationships. Staff are friendly and approachable.

Children attending the after school club follow an established routine which works well at this time of the year, for example, outdoor play, tea, free choice of activities. They make complicated weapons using small construction materials, make a bus from large construction to take the dolls and teddies for a ride, they undertake planned craft activities, for example, making a butterfly from paper and junk materials which encourage them to be creative. They play sociably together. They enjoy playing card games and using the computer. Staff are developing a good rapport with the children. They chat to them about their day at school, tell each other jokes and help them with their activities.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have reasonable knowledge and understanding of the early learning goals to help funded children make satisfactory progress. They make appropriate use of their time and resources to support children's learning. However, they do not always challenge children and expect the most of them. They do not encourage children to think or assist them to understand fully the activities they are doing or help them to focus by resisting distractions from others.

The areas of learning are adequately covered. Children are confident. They speak in a familiar group, for example, they tell others what they did at the weekend. They are forming good relationships and say 'Hi' to each other as they arrive. They are developing their independence skills, for example, they put on their own coats and boots to go outside and serve themselves at snack time. They are developing a sense of themselves and have discussions with staff about their families. Children respond to simple instructions, for example, to put the toys away. They enjoy listening to stories and use books independently. They recognise their own name cards. Children have many opportunities to draw and paint. Some give meanings to their marks, for example, 'a sheep'. They show an interest in numbers and count four felt pens, two triangles and count up to 10 as they put the 'mobilo' back into the box. Some mathematical language is used during activities, for example, staff discuss the round wheels and square parts when constructing vehicles. Children have regular opportunities to investigate and explore when

playing outside. They use tools and techniques to join materials using glue and scissors. They show a keen interest in ICT and operate simple equipment independently, for example, they use computers, tills and calculators freely. Children use their senses well. They feel different textures such as cotton wool, shiny paper, felt during their craft activity, feel symbols vibrate against their faces, say their drink 'tastes of lemon'. Children use their imagination well when playing indoors and outside. They pretend to be dogs, play 'mummies and daddies' and use the tea set to have picnics with the dolls and teddies.

Staff use a mixture of continuous play plans and short term planning to help them deliver a balanced curriculum. They observe children regularly to identify the next steps in their learning which contributes to their learning story. They use a 'running sheet' to link these steps into the planning of activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are learning right from wrong. However, there are no ground rules established for them to follow to help them know what is expected of them. Staff are not always confident to deal promptly with any inappropriate behaviour, such as pre-school children fighting, throwing toys, running around indoors and bumping into each other. They do not always give children explanations, for example, why they need to sit still on their chair, 'pop down' off the table. The written behaviour management statement does not include a statement on bullying.

Children develop their self-esteem and confidence because the staff give them regular praise and value their efforts. They say 'well done' for joining the puzzle pieces together and for putting on their aprons by themselves. They say 'that was a very good attempt' when children draw pictures and congratulate them on their 'lovely singing'. The management and staff liaise well with all parents to ensure that children's records contain sufficient information to enable appropriate care to be given. The good use of an 'all about me' booklet give staff an insight into the children and their families when they first join the setting which helps children to settle-in.

Children with additional needs are welcomed into the setting and given appropriate support to promote their welfare and development. All children are helped to develop a positive attitude to others. They use some play equipment which reflects positive images of race and culture. They use sign language and additional languages when singing Christmas songs to enable all children and parents to feel included in the forthcoming concert. The spiritual, moral, social and cultural development of children is fostered. They have planned opportunities to learn about themselves and the local community, for example, they visit the local shops, schools, parks and join in events at the library. Visitors come into the group to talk to the children about their work.

Children's well-being is promoted by the positive relationships which have developed between staff and their parents and carers. Children are collected from their rooms and there is a useful exchange of information. Staff complete daily diaries to keep parents well informed about how the children have spent their day and their feeding, sleeping and nappy changing routines. Parents find the staff friendly and approachable and are pleased with the care they provide for

their children. An informative covered notice board positioned on the outside wall gives details of the provision and details of the staff. A blackboard informs them of forthcoming events, for example, the Christmas party. Interesting displays of the 'Birth to three matters' elements and early learning goals on the walls of the rooms help to inform parents of the setting's childcare practices. Parents receive the necessary information to enable them to make a complaint and the process for resolving them.

The partnership with parents and carers of funded children is good. Parents receive sufficient details about the early learning goals when they first join the nursery and further information from displays of children's work and posters. They feel well informed about their child's progress through daily chats with staff and by looking at their child's assessment record. They take part in formal parents' evenings when progress reports are shared. They feel involved in their child's learning by being informed of the activities and themes being held. They contribute by bringing in items, for example, leaves for the autumn theme.

Organisation

The organisation is satisfactory.

The organisation of the setting promotes the welfare and development of all children. There are appropriate recruitment and vetting procedures in place to ensure that staff are suitable to provide care for children. There are satisfactory arrangements to make sure children are not left alone with anyone who has not been vetted. Staff are helped to be aware of their roles and responsibilities on a daily basis by lists which are displayed in the kitchen. The staff team are well qualified. The manager or one of her deputies are always present on the premises and supernumerary to staff ratios to be able to speak to parents and visitors, undertake paperwork in the office and act as a floater for staff breaks. The setting operates a key worker system to help children settle-in and aid communication with parents. A reference sheet is used with the younger children to help staff meet their individual routines.

Management and staff keep appropriate documentation which is stored confidentially and ensure the safe running of the provision. An efficient registration system is used with room registers completed accurately and kept up-to-date to ensure ratios are maintained and children are kept safe. Policies and procedures are available but some require reviewing to ensure they meet current guidance.

The quality of leadership and management of the nursery education is satisfactory. The staff team meet together regularly to plan and discuss the provision. However, they do not take part in regular supervision or appraisal sessions to identify their training and development needs. They do not always receive sufficient guidance to improve their practices to help them teach children effectively. Management has a system to monitor and review all aspects of the provision which identifies areas for improvement to help children make progress towards the early learning goals. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the setting agreed to ensure that all toys and equipment are clean, well maintained and safe, that good hygiene practices are in place at snack time to prevent the

spread of infection and to promote the older children's independence in the after school club. Appropriate procedures are now in place to make sure resources remain in a satisfactory condition. The setting still needs to make improvements to ensure good hygiene practices are followed at all times. School aged children attending the Sunshine Club have sufficient opportunities to be independent, for example, they make their own sandwiches at tea time.

The improvements identified for the nursery education were to provide further opportunities for children to use IT and to promote their mathematical development. These areas of learning are now satisfactorily covered, for example, children have free use of computers, tills and calculators and they show an interest in counting and discuss size and shape with staff during their activities.

Complaints since the last inspection

Since 1 April 2004 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

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

The quality and standards of the nursery education are satisfactory.

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):

- improve health and safety procedures to minimise hazards and prevent the spread of infection
- develop the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- develop the methods used to manage children's behaviour by introducing ground rules and produce a written statement on bullying.

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):

- use effective interaction in children's play to challenge and engage children, encourage them to think, focus, and resist distractions, to enable them to make good progress towards the early learning goals
- guide staff's practice and help them to teach effectively by identifying specific areas for their professional development to improve the quality of children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk