



Farlington Day Nursery

Inspection report for early years provision

Unique Reference Number	EY263787
Inspection date	08 December 2006
Inspector	Heidi Wilton
Setting Address	376 Havant Road, Farlington, Portsmouth, Hampshire, PO6 1NF
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Registered person	Rachel Carla Dolman
Type of inspection	Integrated
Type of care	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.

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?

Farlington Day Nursery has been registered since 2003. It is a privately owned day nursery which offers full day care to children from three months to five years. It is situated on the outskirts of Portsmouth, close to both infant and junior schools. The nursery operates from the ground floor of a detached home. There are four main play rooms, a craft room and a role play area for children. There are adjacent office, kitchen and toilet facilities. There is a large play area to the rear of the property.

There are currently 88 children from three months to five years on roll, including 30 funded three and four year olds. The policy of the nursery is to take children over three months. The nursery is able to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. The nursery is open throughout the year, from Monday to Friday during 08:00 to 18:00.

A total of 12 full time and six part time staff work with the children regularly and are qualified to level three. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's self care is promoted as children are encouraged to wash and dry their hands at appropriate times during the sessions and put their own aprons on, assisting each other when needed.

Staff have good hygiene procedures in place, for example using anti bacterial spray on the tables before snack and lunch. Children help themselves to a healthy snack of pineapple, cucumber, carrots and toast from the snack bar. They confidently spread butter onto their toast, pour their own drinks and refill their water bottles using the water dispenser.

Robust procedures are in place to inform parents and carers if their child has had an accident or been given medication. Over half of the staff have a suitable first aid qualification ensuring children are looked after safely and appropriately following an accident.

Staff ensure babies' food is stored appropriately and effective procedures are in place to ensure food is reheated to the correct temperature. Good systems ensure all staff have knowledge of children's food allergies or dietary requirements.

Children's physical development is enhanced by the wide range of activities provided. They have fun rolling hoops, making marks on the ground with brushes and water, pushing push along toys and riding tricycles. Children have access to both a patio area and a wood chipped area, where they can play on slides, cars, child-sized seesaws, small trampolines and can climb through twisty tunnels. In wet weather staff bring small slides and balancing beams inside, giving children opportunities to climb the steps and walk the beams. Children are able to access a large rabbit hutch area with adult supervision, where they learn about feeding and caring for the rabbits.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive at the setting happily and are content to be with their peers and the staff. The nursery offers a welcoming, attractive environment for the children; their work is displayed on the walls and hangs from the ceilings. Children move around the environment freely and furniture and equipment are suitable for the ages of the children attending. They access resources and play equipment both from the low level shelving and the activities that are out. For example, arts and crafts, construction toys and a range of dressing up clothes.

The nursery has good procedures to keep children safe, for example, doors are kept secure and stair gates are in place. Visitors ring the bell and can be identified through the small glass window on the door. Effective staff supervision and appropriate staff to child ratios further

ensure children's safety. Staff deployment is effective especially when extra adults are required, for example an extra member of staff is called to help children when using the steps to access the garden. Risk assessments are undertaken informally on a daily basis ensuring hazards are identified and minimised.

Children are safeguarded as the child protection coordinator has a very good understanding of child protection and the procedures to follow if concerns are identified. All existing injuries and incidents are confidentially recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in the environment and are confident to separate from the main carer when they arrive at the nursery. Staff have developed positive bonds with the children and value what the children say and do. Children who become upset are nurtured and reassured by staff who respond to each child's individual needs. Children are happy in their play and laugh and giggle throughout the activities. Staff interact well with the children, playing with them at their level, making eye contact and talking to them. Children are given opportunities to build on their natural curiosity through first hand experiences. For instance, exploring objects in water to see which will sink or float. Staff praise and encourage the children helping them to learn different skills. Staff have undertaken training in the Birth to Three framework and the team have a good understanding of how to implement this. Activities are linked to the framework and staff evaluate each child's achievements in order to plan their next steps in learning.

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and children are provided with a wide range of stimulating and exciting activities. Staff have well structured systems to plan activities across the six areas of learning following the stepping stones and each child's individual development. Staff observe children and use these observations to assess and identify children's next steps in learning in order to ensure children make good progress. Staff work alongside parents well sharing information about the children's development to ensure each child's continuity between the home and the nursery. They have developed positive relationships with the children and know them well, thus further enabling them to plan activities which meets the needs of all children.

Staff work well together and are committed to the children. They work hard to build strong relationships, talking to and asking children questions to extend their learning. Staff have a positive and encouraging approach towards the children which helps promote children's self esteem.

Children are independent during activities, for example, they put their own aprons on and carry their own chairs. They are confident to approach visitors in their environment and initiate conversations with them. Children enjoy helping each other to tidy activities and equipment away. They behave well during the sessions and staff gently reinforce good behaviour where necessary, for example, reminding children to share. Children choose activities independently during the session, for example, they run excitedly to the low level storage and choose different games, activities and materials. They are able to get the games ready and play well with their peers. Most children are confident to approach the staff if they need assistance.

Children have opportunities to engage in imaginary play. For example, they independently set chairs into a line and go on a bus ride to the shops giving each other roles, such as bus driver and shop keeper. They have fun engaging in creative activities and enthusiastically tell their peers about their paintings. They enjoy painting onto canvas and exploring paint with their whole bodies, imprinting themselves onto paper. Children enjoy playing with instruments and often initiate their own music time, sharing the instruments with their peers and listening to each other. They are building a good repertoire of songs and many of them join in eagerly.

Children are able to independently find materials and objects in order to do creative work, which includes play dough, paper, crayons, glitter, glue, collage materials and scissors. They successfully gather the materials they need and have great fun designing different types of art work. For example, cutting out shapes, creating drawings and making collages.

Children confidently select their names and photo for self-registration and are exposed to words, labels and posters around the environment. They concentrate well showing high levels of involvement in story times engaging with the characters in the book. They relate the characters clothes to outfits they have worn in the past, for example, witches at Halloween. Children sit together in the book corner, handling the books correctly and read to each other, looking at the pictures.

Children who write their names on their work do so confidently. However, other children are not always given opportunities to attempt to write their own name and have little access to emergent writing.

Children develop a good understanding of number. Numbers are displayed on the walls of the nursery to support children's understanding. Children engage in number songs such as 'Four Little Crocodiles', and some children successfully use their fingers to interact with the actions of the song. Staff extend children's learning by encouraging children to calculate, for example by asking children how many children need to be subtracted to ensure there are only four children in the role play corner. Older children successfully state the answer and younger children gain assistance from the staff when needed. Staff also extend children's understanding of number during everyday activities, for example when cutting an apple children are able to talk about halves of the apple and successfully count the pieces. Children engage in play, building towers with blocks and count the correct number of blocks used in their towers. Older children use addition and subtraction in their play and are able to count the correct total of blocks in their different sized towers.

Children use problem solving skills during everyday activities. For instance, a child realising he can not carry his chair through a gap, independently takes another route, successfully reaching his destination. Children enjoy playing in the sand investigating and using measuring skills. They use predicting skills and discuss which bucket contains the most sand and are able to judge how much more is needed.

Children interact well and converse with both their peers and staff at meal times. Staff listen to children who talk about past events and things they remember and want to share, for example, children talk about birthday parties and about trips to the airport to see the planes take off into the sky. Children are confident to discuss these past experiences and excitedly share events

which are important to them. Staff use the information children talk about and extend the learning further, for example, extending the plane discussion and talking about all different types of transport.

Children join in with listening to tapes and concentrate well, matching the sounds of the animals on the tape with the pictures on their cards correctly. They enjoy playing on the computer and older children are very able to manipulate the mouse, clicking on the screen to interact with the game. Younger children gain assistance when needed from both staff and their older peers to help them use the mouse on the computer.

Older children manipulate pieces of jigsaw puzzles together well and younger children explore the puzzles gaining help from staff when necessary. They create lovely paintings using large paint brushes and develop skills using tools and materials as they confidently roll, cut and create objects with the play dough.

Helping children make a positive contribution

The provision is good.

Children throughout the nursery have access to a wide range of resources and activities which reflect diversity in society. For instance they enjoy event days where they join in with walks for charity and celebrate festivals such as Diwali, where children have opportunities to try foods from different cultures. Children learn about different jobs roles through experiencing visits from fire fighters, dressing up in their outfits and having fun exploring the fire engine. Throughout the nursery children are exposed to labels, words and welcome posters in many different languages and they have opportunities to play with multicultural dolls.

Children are valued and their needs are met due to the staff's understanding of their needs. Staff know the children well and set appropriate challenges for each child depending on their individual stage. Children with additional needs are supported and the Special Needs Coordinator has a very good understanding of her role. Staff work both together as a team and in partnership with parents and carers and outside agencies to support children's additional needs. Parents have access to information relating to behaviour and additional needs and can borrow these from the nursery at anytime.

Children's behaviour is very good and they know the routine. They respond well to both adult intervention and other behaviour methods, for example; the use of egg timers to indicate when your time has finished in the role play corner. The Behavioural Management Coordinator has a strong understanding of her role and gives detailed information to the staff team about positive behaviour strategies and how to implement them. Staff discuss with parents any concerns and work together to gain continuity for the children. Children's spiritual, moral, social and cultural development is fostered.

Staff have strong relationships with parents and give good feedback on a daily basis. Parents feel the staff team are all friendly and are happy to approach any of the staff. Staff caring for babies keep parents and carers well informed through daily diaries and good verbal feedback at the end of the session. The nursery has a complaints procedure which they share with parents. However, some information is not confidential.

The partnership with parents and carers for children who are in receipt of nursery education is good. Staff have good relationships with the parents and exchange important information at the beginning and end of a day. Staff complete slips of paper for each child on a daily basis detailing what the children have been doing that day and any special achievements. This acts as an additional link between home and the setting. Parents attend open days and regular parents evenings where they can discuss their child's development with their child's key worker. They are welcome to come into the setting at any time and parents feel included in their child's learning. The setting has recently received feedback from parents through questionnaires which the setting intends to act upon to make further improvements. Parents receive regular newsletters and notice boards around the setting effectively share information about daily routines and themes. Parents are provided with good quality information about the setting which includes relevant details about staff qualifications, ensuring they are kept well informed.

Organisation

The organisation is good.

Children are happy and confident within the well organised environment and enjoy playing with plenty of age appropriate resources. Space is used well throughout the sessions and staff ensure children are able to play freely and safely, making choices as to which activity they would like to play with. Children are supported and supervised effectively and the setting meets the needs of the range of children for whom it provides. The staff ratios are maintained at all times and staff deployment is effective in all areas of the setting. Robust procedures are in place to ensure all adults are checked ensuring their suitability to work with children.

The leadership and management are good. The manager of the setting supports staff and ensures they attend regular training. She is responsible for the day to day running of the nursery and acts as a strong role model to the staff team. The manager gives daily informal feedback to the staff regarding their performance and formal feedback during annual appraisals. Staff work very well together across the nursery and all take an active part in planning to provide a stimulating environment for the children. The manager increases her expertise by attending courses and visiting other nurseries. She also encourages her staff to visit other nurseries to gain experiences and ideas, which are implemented to improve the provision provided for the children.

Improvements since the last inspection

At the last inspection the setting was asked to improve the safety of access to the regularly used outside play area. The setting now ensures an extra member of staff helps children down the steps to the outside area and when they come back up the steps to ensure children's safety.

The setting was asked to ensure appropriate facilities for maintaining good hygiene were in place and ensure privacy for children and staff. The setting now ensures children wash their hands, staff clean their hands before handling food and tables are sprayed with antibacterial cleaner to prevent cross infection and keep children safe. Staff have their own toilet and staff room and children have their own toilet area to ensure privacy for both the staff members and the children.

The setting was asked to have arrangements in place for unforeseen staff absences, planned leave and daily breaks and cover for management and domestic tasks. The nursery now has good staff ratios and contingency plans in place in the event of unforeseen staff absences or to cover breaks, which ensures consistency in the care for the children.

The setting was asked to improve staff training and development opportunities. The manager now ensures staff attend regular training and has a training development schedule for each member of staff to ensure children receive good care and education whilst at the nursery.

The setting was asked to improve documentation, improve the fire emergency plan, ensure attendance registers for children, staff and visitors were signed and gain parental consent for medicines. The setting now has a robust system for documentation and a fire emergency plan displayed in every room. Registers are accurate and kept up-to-date and staff gain parental consent to give children medicine. These improvements ensure children are kept safe and secure.

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 the procedure for recording complaints to ensure confidentiality.

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 opportunities for children to use emergent writing in everyday activities.

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