



Fox House Day Nursery

Inspection report for early years provision

Unique Reference Number	115325
Inspection date	07 March 2007
Inspector	Linda Margaret Nicholls
Setting Address	Erith Road, Belvedere, Kent, DA17 6HT
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Registered person	Doreen Muraille
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?

Fox House Day Nursery was registered in 1993. It is one of two privately managed by the ABC Nursery Group. The nursery is registered for a maximum of 30 places. There are currently 32 children aged from three months to five years on roll. This includes 13 funded for nursery education. The nursery can support children with learning difficulties and physical disabilities.

The nursery operates from a prefabricated building adjacent to a school playing field in Belvedere, the London borough of Bexley. The nursery has sole use of the premises. There are two nursery rooms, a kitchen, toilet and washroom facilities, a reception area, which doubles as an office and a staff rest area with a storage room behind. There is also an outdoor play area. The nursery is open five days a week all year round. Opening hours are from 08.00 to 18.00.

There are nine staff who work with the children, including the officer in charge. There is also an area manager who visits the group regularly and sometimes deputises for the manager. Staff members hold recognised early years qualification to NVQ level 2 or 3 or are attending training for further qualification.

The nursery receives support from the Bexley Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good health practice as they experience a range of every day experiences. Children wash their hands before eating, after messy play or using the toilet. Basins are child height and a poster reminds them to wash their hands and brush their teeth. Babies hands and faces are wiped gently and playfully by caring staff. Daily records are maintained of the foods and drinks taken. Staff ensure play surfaces are wiped clean throughout the day. Clear and informative medical records are maintained. Prior written consents are signed and a sick child policy is in place so that children do not attend who may have an infectious illness.

Children benefit from freshly cooked meals and snacks of pieces of fruit and vegetables. They know the foods they like, such as fish fingers, meat, jelly and ice cream. They know carrots are 'good to crunch'. Staff encourage children to try new tastes and textures, for example during Chinese New Year they sampled seaweed. Children have access to drinking water throughout the day although the large jug may hinder some attempts to pour. Children behave well at the table, they chat happily to staff who sit with them and reinforce good social manners.

Children thrive and enjoy planned physical activities both inside and outside the nursery. They push and pull tricycles and buggies in the garden. They run and hide, or attempt to catch a ball. They slide and pull themselves through the play tunnel. Children know exercise affects their bodies, 'I'm warm now,' says a child returning to the play room. They know when they need to rest. Babies fall asleep happily on sleep mats or after a short cuddle. Older children take themselves to sleep mats in a designated area when they choose to take a nap after lunch. Parents provide their own bedding and blankets.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely and securely in an attractive and colourful environment. They move freely and extend their play throughout the room. Children make independent choices from easily accessible, engaging equipment. Toy boxes are labelled with pictures and words. Children's work is identified, valued and displayed creatively. The outdoor play area is secure, fenced and gated. Visitors are immediately challenged and their details recorded. Staff supervise children at all times.

Children learn effortlessly to keep themselves safe through meaningful routines and consistent simple explanations from staff. For example they know to tidy toys so we don't trip up, to be

polite and helpful to one another and to put on coats and boots when playing outside. Appropriate safety equipment is in place and emergency exits are clearly identified. Daily risk assessments are made of the building and equipment although a record of these and any actions taken were not available. Staff induction includes health and safety awareness, child protection, record keeping and confidentiality requirements. Insurance certification is renewed annually and displayed.

Children are safeguarded because staff have refreshed their child protection knowledge and know the local procedure to follow should they have concerns. A detailed written statement is available for parents and staff including the process to be followed should there be an allegation of abuse by a member of staff or adult. Local and national contact numbers are displayed.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly and play happily at the nursery. They are engaged and involved in their play because staff plan inviting experiences and provide a range of stimulating resources.

Children are increasingly independent, make choices and play well together. Children's confidence and self esteem is raised because staff praise and affirm their actions throughout the day. Staff incorporate elements of the Birth to three matters framework into their planning and show they are interested in children's play. Children explore the texture of play dough and experiment with shredded paper. They differentiate sounds and learn to listen to music, play musical instruments and sing well known rhymes and action songs. Staff ask them what noise a frog makes and they shout 'ribbet, ribbet, ribbet.' They join in 'Ring a ring a roses', and 'A wise man builds his house upon the rocks' which helps them develop language skills and social confidence. Babies enjoy playing with stacking toys, push-a-long trains and books with a variety of textured surfaces. They climb into the laps of staff sitting on the carpets with them, or practise pulling themselves to a standing position to attempt to walk with support.

Children share resources and show they care for each other. For example, they shut the door of the pedal car when another sits in it or proudly identify themselves and others on the star chart. Children make connections with their community and their understanding of the world as they hear different languages, construct or paint self portraits and play with small world figures of people with support aids such as wheelchairs or walking sticks.

NURSERY EDUCATION

The quality of teaching and learning is good. Children are making effective progress through all areas of the early years curriculum. Planning builds on what children know and what they can do although exploring the use of computer activities is not identified. Individual starting points are recorded and assessments are undertaken every three months until a record of transfer is completed when the child leaves the nursery. Staff use their newly acquired training to plan and record clear information from observations that indicate the next steps to learning. Experienced senior staff ensure the team works well together. Information about learning outcomes is creatively displayed for parents. Parents are informed of staff roles and

responsibilities these include a special educational needs coordinator for children with learning difficulties or physical disabilities.

Children are well behaved, focussed and enthusiastic to learn. Staff encourage them to think and make decisions with questions that challenge such as 'what shall we build?', 'what song shall we sing?', 'can you tell us...?' and 'what will happen if...?' Children show concentration and an avid interest in books and stories. They contribute expressive written and creative work to a display for 'The Shopping Basket.' They listen raptly and closely observe the pages of books such as 'Who ate the teacher?' about a young shark who bites things when he is excited. 'Why do you think he bites things?' asks the reader, 'because he's a shark,' they say. They learn new words such as 'splish,' 'splash' and 'crunch.' They take opportunities to draw and make marks throughout the playroom, making lists in the role play corner, signs for displays and using chalk boards. Children show an interest in number, counting the number of children present at circle time, repeating the date and selecting pieces of fruit at snack time. They are developing an understanding of shapes, recognising a triangle and circle and calculating the size of Duplo pieces during construction activities. Children show interest and curiosity as they pour water at different speeds between big and small containers and watch the flow. They squeeze and shape play dough. One examines the indented shapes of a plastic mould and shows this to a member of staff. They develop a sense of time, identifying when it is time to tidy up or snack time from photographs displayed as a time line.

Children know their colours and contribute to an interest table of items from home. They explore weight during craft activities lifting a large ball of shredded paper to their shoulder height. They experiment with scientific ideas such as floating and sinking. They construct three dimensional towers and play with a range of musical instruments from the musical corner. They know their work is valued because it is creatively displayed mixing their work with printed posters. Children demonstrate a good awareness of space, move confidently and safely. They balance on equipment from a mini-gym or jump and run in the garden. They giggle as they lay on the floor and pedal their legs in the air to 'I ride a little bicycle.' They turn and twist their wrists to stack small cubes into a preformed base or when placing wooden puzzle pieces developing wrist action and control. Children show an interest in the world as they describe when it last snowed. They learn to care for living things planting seeds and feeding the fish. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and respected as individuals by kind and caring staff. Children demonstrate a strong sense of belonging because attentive staff praise and affirm them. Children are confident when playing with others and are happy to seek support or comfort from adults. Children learn about themselves and the wider world through toys, resources and activities. Children listen and recount words in other languages such as Turkish. Festivals and cultural events such as Holi, Chinese New Year and Christmas are celebrated. Children with learning difficulties or physical disabilities are very well supported as staff liaise closely with professional advisors. Staff ensure all children are included in all aspects of play and learning. Children take

increasing responsibility for their own actions because staff are good role models and speak calmly and politely. Children learn to play cooperatively with one another, to recognise right and wrong and to share. Written rules are displayed however a recommendation is raised to consider the display of positive images of wanted behaviour throughout the nursery.

The partnership with parents is good. Parents think staff are 'wonderful', they didn't know their children could 'learn so much through play', they have 'real good relationships' with staff who keep them 'well informed'. Children receive continuity of care because agreements and individual details are recorded and held confidentially. Information is shared between the home and the nursery daily. Displays in both rooms inform parents what their children know and how they learn. Parents receive clear information of their child's progress through the early years curriculum. The provider takes positive steps to ensure parents are kept well informed of all relevant policies and procedures. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children play contentedly in a stimulating and well ordered atmosphere with supportive adults who allow them time to choose activities, explore relationships and develop individual skills. They show they are secure because caring, familiar staff know them well and enjoy their company. They creatively engage and stimulate the children's imaginations with planned activities and support them, when necessary, during free play choices. The registered provider ensures adults working with children are suitable to do so. The registration certificate is displayed on the parent's notice board and all required records are clearly maintained. These include a daily attendance record showing times of arrival and departure and reasons why children are absent. Children's welfare, care and learning are promoted with effective policies and procedures which are updated to meet current legal requirements.

The leadership and management is good. Staff are encouraged and supported in the development of their current knowledge of the Foundation Stage and Birth to three matters framework. Individual assessments and reports are made available to parents on request. Whole group activities are reviewed and monitored so that differentiation is purposefully identified. Team meetings are recorded. An effective operational plan identifies development and training plans. Staff roles, responsibilities and attainments in professional qualification are made available to parents. Care and education are closely integrated. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection an action was given to review the daily routines. Children's individual learning and emotional needs are met because staff are observant and responsive when implementing the flexible daily routine.

At the last inspection an action was given to ensure activities planned and provided for children under two years are appropriate to their age and that staff interact and engage effectively with children to support them to become competent learners and skilful communicators. Children

become competent learners and skilful communicators via planned activities because staff have attended Birth to three matters framework training.

At the last inspection an action was given to develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. Children learn self control and know to keep themselves safe because staff implement sensitive behaviour management techniques which reinforce wanted behaviour.

At the last inspection an action was given to ensure that the daily planning allows children time and space to explore, investigate and to develop their play. Staff rotas are planned to provide balanced levels of interaction between staff and children. Children are appropriately challenged and extended because staff are confident and allow time for children to investigate and develop their play.

At the last inspection an action was given to develop suitable systems for monitoring and evaluating the curriculum to identify the weaknesses in the provision and provide an effective focus on the children's learning and development. Children's learning and development is progressing well because activities are monitored and the curriculum evaluated with observations, assessments and at team meetings.

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.

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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):

- develop and maintain a record of maintenance work with dated actions so that safety requirements can be monitored
- consider displaying positive pictograms for wanted behaviour throughout the nursery to complement written nursery rules.

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):

- consider developing the use of the computer for a range of activities so that children can explore and become familiar with the equipment.

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