



Fun to Learn Nursery, Pre-School and Activity Club

Inspection report for early years provision

Unique Reference Number	119756
Inspection date	01 February 2007
Inspector	Amanda Shedden
Setting Address	Kitbridge Road, Newport, Isle of Wight, PO30 5GD
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Registered person	Michele Jones
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?

Fun To Learn Nursery, Pre school and Activity Club opened in 1998. It is a privately owned provision which operates from three interlinking mobiles situated within the grounds of Newport Primary School, Newport on the Isle of Wight.

At the time of inspection there are 207 children on roll of these 53 are in receipt of government funding for nursery education. Support is able to be provided for children with additional needs and who speak English as an additional language. The provision opens five days a week all year round from 07:45 until 17:45. School aged children may attend before and after school and during the holidays. Flexible sessions are available within these times.

The manager employs a total of 23 staff of these 12 regularly work with the children funded for nursery education. Most staff are qualified to NVQ level 3 in childcare.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where even the youngest children learn to follow good hygiene practices. Well organised daily routines and explanations help children to understand that washing their hands gets rid of germs. The older more able children are independent in their self care skills. For example, taking themselves to the toilet and blowing their own noses. Care is taken by staff to ensure that younger children's hygiene is promoted; ensuring that they wash their hands after messy play and before icing biscuits, whilst giving them explanations as to why. Staff in the baby room ensure that all areas are cleaned regularly with anti bacterial solutions such as the changing mat and high chairs. This good practice helps prevent cross infection, which ensures children's well being.

Parents provide the children's main meals and staff ensure that they are stored at the correct temperature. Older children enjoy a cafeteria style snack time enabling them to choose when they would like to eat, encouraging them to recognise when they are hungry. Younger children enjoy having snack together choosing from a range of fruits, staff sit with them encouraging them to try new tastes such as nectarines and peaches. Drinks are provided regularly, especially to those children who are unable to ask for one. Older children are able to help themselves throughout the day to drinks to prevent them from becoming dehydrated. All staff are aware of children with special dietary needs, and those are sensitively cared for.

Staff recognise the signs of hunger and tiredness in the young babies and they respond to those individual needs appropriately. They are very efficient in the recording of sleep times, changing of nappies and foods consumed. This information is shared with the parents keeping them fully informed.

All required documentation concerning children's health is in place. All staff have relevant first aid training which means they have the knowledge to deal with any accidents that may occur. Procedures are in place to ensure accidents and the administration of medication are recorded appropriately.

Children benefit from regular exercise both indoors and within the outdoor environment. They often have walks to the pond on the school site and have regular access to the school playground. Children love to run around and play in the push along cars and toys. They have great fun dancing to music, bending down to touch their toes and moving their bodies. Children enjoy the 'sensual room' where they explore using their senses. They enthusiastically catch the shadows on the walls made by the bubble machine and excitedly watch the effect of the 'water wall'. They have opportunities to jump from block to block in the soft play area. The children become skilled at using tools and materials, as they cut out shapes, draw with pencils and paint with water colours. They roll, cut, squeeze and manipulate the play dough using a variety of cutters and tools.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery has different play rooms for the ages of children being cared for, each with their own entrance, kitchen, changing and toileting areas. The nursery provides a welcoming environment for children and their parents. In each room and in the entrance halls there are displays of the children's art work, giving the children a sense of belonging. Children and parents are greeted warmly by the staff.

Children of all ages are encouraged to self select for themselves from the wide range of stage appropriate resources. Young children are supported in their choices. For instance, toddlers supported in choosing puzzles that are achievable for them, and babies being shown two resources to choose from. All resources are displayed in a manner which encourages children to become independent.

Staff ensure that all areas accessed by the children are safe. Informal risk assessments are undertaken by staff before the children arrive and take any action necessary immediately. Written formal risk assessments are taken every six months and any actions required are responded to. Staff and children regularly practise the evacuation procedure. In each room the evacuation plan and procedure is displayed ensuring that everyone in the nursery is fully aware of the procedures to follow if an evacuation became necessary.

All required documentation is in place and understood by staff if they had a concern over the welfare of a child. Staff are aware of the signs and symptoms of abuse and neglect and the procedures to follow. The nursery informs parents of its responsibility with regard to child protection.

Helping children achieve well and enjoy what they do

The provision is good.

All children at the nursery are offered an exciting range of appropriate activities and resources. The key worker system ensures that they know the children well and are able to help them to progress. Differentiation is considered in the planning process which is linked to either the Birth to three framework or the Foundation Stage. Daily planning sheets, observations of the children and evaluations are made to ensure that all staff plan effectively. This enables children of different abilities to participate and benefit from the activities.

Children attending the after school club arrive eager to play. They enjoy using their imagination with the nursery resources, for instance, they make a kennel under the table, using the dolls' blankets, they collect all the toy dogs and pretend they are dogs staying 'hidden' from anyone not in the kennel. Some children enjoy the range of game counsels, sharing and turn taking, other children enjoy making large lorries from the construction toys. Children also enjoy the quieter activities of watching videos or colouring. Children state that they enjoy coming to the after school club as there are "lots of fun things to do".

Babies and young children learn about words and meanings by effective staff interaction. Staff talk to young children explaining what they are doing which encourages children to link words

with meaning. For instance, whilst playing with the three water trays with different resources staff talk about and encourage the children to recognise why they are different.

Children's language and co-ordination is encouraged through a range of activities. Young babies are fascinated by the feel of the finger paints whilst staff talk to them about colours. Young children enjoy the decorating of biscuits, staff encourage their co-ordination as they swirl the icing around the biscuit encouraging children to talk about what it feels like and what pattern they are making.

The quality of teaching and learning for nursery funded children is good. Children are confident in their environment and quickly settle into self-chosen activities. Staff are well qualified and demonstrate a good understanding of the Foundation Stage. They make detailed observations and cross reference them to the stepping stones. Staff identify areas that need revisiting and plan next steps of children's learning. They plan focus activities for each child, linking them to early learning goals to identify what the children are to learn from the activity.

Children are lively within the environment and thoroughly enjoy their time as they learn through play. They develop their independence skills as they choose activities, find their lunch boxes and put on their coats. Children are very caring towards each other, with older children helping their younger peers.

All children, including those who speak English as an additional language, benefit from the continual interactions and praise from staff. The children happily speak to both each other and the adults in the environment. They approach visitors confidently, speaking of important events to them. Children have opportunities to explore emergent writing in their everyday play, for example, with pencils, paper and envelopes. However, they are not encouraged to write their own names or make their mark on their own work.

Children are developing an understanding of number through everyday activities. They are encouraged to count how many children are at group times and whilst they are lining up to go outside. Staff support children's learning of number by encouraging them to calculate. For example, how many cups are needed at snack and how many more are needed if more children join the table. There are opportunities to extend children's understanding of comparing, for example, as they explore different weights, such as light and heavy.

Children have opportunities to engage in creative play. They use their imaginations well as they act doctor and nurses roles, playing with bandages and stethoscopes. They have great fun joining in with music and song time and love to sing and interact to familiar songs and rhymes. Children have opportunities to make music in everyday situations, for example, as they march around the environment tapping rhythms on an empty tin box.

Knowledge and understanding of the world is a particular strength for the day nursery. Children have a great and interesting time visiting the pond on the school site. They visit every couple of months, developing a concept of time and change in seasons. Children love looking at the frogs, snails, slugs and worms and excitedly discuss their characteristics. They enthusiastically put them into collecting pots and have fun painting pictures of them back in the nursery. They further learn about the concept of time by observing building work taking place adjacent to

the nursery. Staff extend children's learning by asking open ended questions and value what children say to them.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and settled by friendly staff that are aware of their individual needs. Staff find ways to value each child within the nursery. Routines are personal, for the youngest children such as feeding, sleeping and nappy changing times are respected. For example, they sing to them at nappy changes and they allow children to sleep where they feel most comfortable; in a cot, in their buggy or in the play room.

Children with additional needs are well supported. The nursery works closely with other agencies and parents to ensure they are supporting children effectively. Additional resources are obtained and different strategies and individual plans are used to enable children to participate in all of the activities.

Children behave well, staff continually focus on the positives and children respond well to the gentle reminders to care for their friends. Staff are good role models, thanking and praising children encouraging their self esteem. Documentation is in place to support the parents and staff understanding of behaviour management however, it needs to be adjusted to reflect the actual practice of the nursery. Children's spiritual, moral, social and cultural development is fostered.

Parents value the nursery and state that their children are very happy to attend. A close relationship is developed because staff respect parents' wishes. Parents value the open door policy and they are fully informed through the home link books about experiences their child is having.

The partnership with parents for children who are in receipt of funded nursery education is good. Parents and carers are well informed about their child's development through daily discussion with their child's key worker. In addition, parents feel the feedback of the two way diaries includes them with their child's learning and achievements. Parents welcome parents' evenings as they feel they can become more informed about the Foundation Stage and be part of their child's learning. Parents receive information from notice boards and regular newsletters informing them about topics, themes and events. This allows parents to contribute to their child's learning and they can continue activities at home. Parents feel involved as they are encouraged to send items and objects in from home which link to topics and themes. Parents are all aware they can look at their child's developmental records whenever they wish and can discuss these with their child's key worker.

Organisation

The organisation is good.

Children's care is supported by the organisation and nursery routines. Staff know the children well and they work well as a team ensuring the children are well cared for. Staff demonstrate a clear understanding of their roles and responsibilities. They have good knowledge of policies

and procedures as these form part of the staff induction, to ensure consistent provision for the children. However, the complaints policy needs adjusting to reflect the regulator's contact details. The setting meets the needs of the range of children for whom it provides.

The leadership and management are good. The manager of the setting supports the staff and ensures they attend regular training. Her staff team all have early years qualifications and work well together across the nursery. As a result, they support children's well being and education. To ensure children are well prepared for school, the manager liaises closely with the early years teachers. The manager has regular communication from the Early Years Developmental worker to gain advice about the education provision she provides. Children experience well-organised sessions and a varied range of well-planned activities.

Improvements since the last inspection

Not applicable

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

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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):

- further develop the managing behaviour policy to reflect the nursery's actual strategies used
- ensure that parents are fully aware of Ofsted's contact details should they have a concern

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):

- allow children to name or make their mark on their work

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