

# Fox House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	310420
<b>Inspection date</b>	07 January 2008
<b>Inspector</b>	Rachel Ruth Britten
<b>Setting Address</b>	57 Foxhouse Lane, Maghull, Liverpool, Merseyside, L31 3EW
<b>Telephone number</b>	0151 531 7113
<b>E-mail</b>	
<b>Registered person</b>	Margaret, James and Anna Brown
<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?

Fox House Day Nursery is one of three nurseries owned by the provider. It opened in 1996 and operates from two rooms in a purpose-built building. It is situated in a residential area in Maghull, Liverpool. A maximum of 15 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.55 for 52 weeks of the year excluding bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged birth to under five years on roll. Of these, five receive funding for early education. Children come mostly from the local catchment area. The nursery is not currently supporting any children with learning difficulties or disabilities. There are no children currently attending who speak English as an additional language.

The nursery employs five members of staff. Of these, three staff hold appropriate early years qualifications and another staff member is currently working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is very good because practitioners enthusiastically show children how to adopt healthy lifestyles and be independent in maintaining consistently high levels of personal hygiene for themselves. Staff constantly discuss and explain why good hygiene is essential and successfully promote children's learning about health. This is because they give them plenty of time and assistance to do things for themselves and learn about healthy living through craft activities, making displays, role plays and stories. For example, staff encourage children to dress for outside play in the cold, wet weather and help them to clean their own teeth, drink regularly, wash their hands thoroughly and clean their faces and hands after meals with individual flannels. Three-year-olds know that the feathers they find outside will need 'a good wash' before they put them on the interest table and they know to protect their clothes with aprons when they paint or play in the water and sand.

In addition, parents are equally encouraged to support their child's health by providing wellingtons, umbrellas, sun cream and sun hats for children to use and by giving their consent and acknowledgment if any medication is required. Special care is taken to ensure that all children rest and sleep according to their individual needs as well as having ample fresh air and exercise. In support of this, a stringent monitoring and sleep policy has been devised for babies to minimise risks from 'sudden infant death syndrome' and parents are asked to give specific consent if their child is to sleep in a buggy or pram rather than a cot. In good weather, all areas of the curriculum are provided outside so that children can benefit from large amounts of fresh air and exercise through all the activities of the day.

Children are very well nourished and enjoy a healthy diet through snacks of fruit. There is a rotating four week menu displayed which has been improved with feedback from some parents. On the day of inspection, children enjoy lunch of a freshly made meat and vegetable stew followed by fruit. Tea was cheese sandwiches made with brown bread, followed by fruit. Water or milk is offered to drink and water is easily available throughout sessions. Staff sit in family groups with all the children and very successfully encourage good manners and discussion about what children have been doing and learning. At meal times, children are often involved in helping to lay tables with their individual laminated mats and then helping to serve. As a result of good food and exercise in nursery, some children's general health and well-being has noticeably improved.

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

The provision is good.

Children are cared for in a very welcoming, stimulating and safe environment with a happy and purposeful atmosphere. A camera and intercom ensure that only authorised visitors enter the side passage, garden and nursery itself. The large porch provides shelter and a wealth of relevant information and displays for parents and children to see themselves having fun and interesting experiences in nursery.

The two main activity rooms are spacious, providing good quality equipment and varied resources at child height which are invitingly stored and displayed. This means that children feel secure and can easily move about to find toys and activities to use. For example, two and three-year-olds enjoy the construction area in their room and can competently set up the large

jigsaw construction pieces to make a den. Later, they put away the pretend saw and building tools in their box before choosing story sacks to re-enact. The two to four-year-olds' room is particularly well labelled with words, photos and pictures to help children make sense of their play environment and begin to recognise letters and symbols. For example, they use laminated place mats that they have made to mark their place at the meal table and they use picture props as they sing action rhymes. In addition, staff are making good use of photos and choices cards to help children to have appropriate independence and control of their play environment.

Children's safety is supported robustly through documentation and good practice. For example, signing in sheets are used by parents and checked by staff as children arrive and depart so that it is always known exactly who is on the premises. Regular fire drills are held and records kept of these. Electrical appliances, wiring and fire equipment are checked and documentation about what to do in the event of any emergency is posted. Comprehensive risk assessments are undertaken to manage all planned trips safely and daily checks contribute to safety and minimise hazards indoors and out. However, leaking taps in the toilet are not fixed until the day of inspection and the rear fire exit and store room is not kept clear and tidy. This compromises children's safety in the event of an emergency and makes it more difficult to access the resources and documentation stored in these areas.

Children are learning about how to keep themselves safe because staff explain safe practices and show them how to manage tools, such as cutlery and scissors. They are careful on the wet outdoor surfaces and are reminded to be careful using the step up to toilet area. Visitors and project work help children to learn about road safety, fire prevention and how to stay safe. Children are protected from abuse because all staff have a good understanding of their role in child protection. The named person keeps up to date with training and shares this with all staff. The policy contains the procedures to be followed in the event of an allegation being made against a member of staff and the policy is shared with parents.

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

The provision is good.

Children quickly settle to play, discover and create because staff are pleased to greet them and find out how they are and what they have been doing. Staff make sure that children have had some breakfast and then they are helped to get started right away on painting, construction, water or role play activities set out in inviting areas. Staff come alongside children and play with them, helping them to prepare the water tray, putting in the props, mixing paints or getting the construction started. They also join in and extend children's role play games and question them about the properties of the natural objects they are investigating on the interest table. Staff caring for babies cuddle them regularly and get on the floor with them, using natural and household objects as well as colourful toys to stimulate all their senses. They use various types of positioning equipment and encourage toddlers with dolls to copy them as they feed or rock the little babies. In these ways, staff clearly demonstrate their commitment and success in helping children from birth to four-years-old to settle, enjoy themselves and make good progress.

The session routines involve plenty of choice and activity planning is altered to take account of each individual child's needs for the next steps in their learning. Good use is made of the 'Birth to three matters' framework for children up to three-years-old and daily routine sheets are completed for babies up to two-years-old. Key workers talk and listen to children constantly and have high expectations of what they can achieve. For example, staff help babies and toddlers to develop their natural curiosity as they play with sand, tunnels, balls, musical toys, activity centres and shape sorters. All staff talk to children throughout each day about what is happening

now and next and use picture and word prompts to help older children understand the structure of the day. In addition, staff spend time reviewing activities with children to help them consolidate their enjoyment and achievements. As a result, children settle well, enter into activities fully, behave well and enthusiastically join in with group activities like story re-enactment and song times.

Nursery education:

The quality of the teaching and learning is good. Staff are committed to providing a caring, welcoming atmosphere and an approach which fosters self-confidence and good social behaviour. A varied programme of activities based upon children's choices, learning needs and a general overall theme, ensure that all the areas of learning are covered. Role play, reading, mark making, creative, construction, small world and physical activities are all available and supported by the committed staff. Experimental, technological and music based activities are less well developed. However, extended use is made of the outdoor areas when the weather is drier and warmer, diversifying children's learning opportunities. Staff are also skilful in delivering one to one and small group teaching using props, photos, story characters and positive good humour to capture children's interest and challenge them to take the next steps in their learning.

Children are making good progress in all the areas of learning. This is because staff are very successful in providing for their personal, social and emotional development. Staff spend as much time as possible directly working with children and build fruitful relationships with them. They foster an emphasis upon care and concern for all others so that children have a strong sense of place and are in touch with their world. Staff have a good understanding of the Foundation Stage and how children learn. They plan in detail, use resources innovatively and know their key children very well. They regularly adjust and tailor their plans to ensure that individual children make progress according to their individual starting points. They assess and evaluate planned activities and use these to plan children's next steps. They also make some observation notes during sessions about what they see children can do. Each child's developmental profile records are up to date and informative, including photo and written examples which illustrate well how children's play is leading to learning in each of the six areas.

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

The provision is good.

Children join in very well because the warm environment and friendly, purposeful staff help children to feel at home from the outset. Parents confidently leave their children with staff and children easily separate, enjoying their welcome and hugs from staff. Children see pictures of themselves and work they have done all around the rooms and key staff encourage them to mix regularly with their siblings of all ages at meal times especially when everyone eats together. As a result, children feel loved and cared for and have a strong sense of belonging. Staff communicate clearly and openly with parents, exchanging information each day about children's particular needs, so that sensitivity and due regard is given to children's present circumstances and feelings. A written daily routine sheet for under twos ensures that babies' sleeps, meals, toileting and well-being are clearly shared with parents.

Children are helped to consider and value diversity because there are good books, dressing up costumes, dolls, play figures, puzzles, posters and games which show positive images of various cultures and disabilities. Children and adults with physical disabilities and behaviour or learning needs are included fully in the life of the setting because the setting is mostly on one level and staff are committed to inclusion. They liaise well with parents and relevant professionals to

ensure that they plan and work together using recognised and consistent techniques which benefit children with emerging learning difficulties. However, there are no children currently attending who have such needs. Children's spiritual, moral, social and cultural development is fostered.

Staff use their time constructively to give children both one to one time, plenty of clear choices, independence and encouragement to join in with group activities. Children behave very well and are able to share and cooperate well because of this effort. Staff model appropriate play skills, using short and simple language and make it easier for children to conform by making it very clear what they want them to do. They also praise all helpfulness and cooperation so that children want to conform. Unwanted behaviour that is significant is usually dealt with using a short time out and help to quickly resolve any dispute with another child. It is carefully documented and discussed with parents so that issues are shared and understood.

The quality of partnership with parents and carers is good. Children receive consistency of care between home and pre-school because key staff communicate well with parents. Parents can view activity plans and information about the Foundation Stage curriculum as well as general parenting advice and displays of their children's photos and craft work. There is an informative prospectus and thereafter, newsletters inform parents about the activities of the nursery. Parents are well informed about how to complain or contact Ofsted, although none have done so. Parents spoken to are very satisfied with the care their children receive and they particularly like the amount of varied learning experiences outside and the availability of technology. However, few parents attend parents' evenings and they do not regularly see their child's developmental profile or receive clear ideas about what they could do to be more actively involved in their child's learning outside the nursery.

## **Organisation**

The organisation is good.

Recruitment, vetting, induction, training and appraisal systems work well to ensure that children are well protected and cared for by trained, up to date and motivated staff. Staff come from a range of backgrounds and work various shifts, providing children with a good balance of variety and consistency where children have regular time with their key worker. All staff are vetted and have good opportunities to attend ongoing relevant training, especially in areas where they are taking special responsibility. For example, in behaviour management, child protection or inclusion. They are all up to date with the records they keep about their key children and their activity planning for delivering the curriculum to meet each child's needs. They are also well acquainted with the National Standards and how the policies and procedures of the nursery work to ensure that the Standards are met. This is because leaders and managers have reorganised and updated all the systems and files and are making them easy to find, use and cross reference.

The leadership and management of the nursery education is good. The network manager and the day to day manager work together to provide good support to all staff and liaise daily with the nursery owners. They employ efficient and comprehensive administrative processes to ensure that the health, safety and well-being of all staff and children are maintained. They also act as good role models to all staff and children, often getting involved with supporting activities with children. They evaluate the strengths and weaknesses of the care and education offered and prioritise the implementation of change so that necessary improvements are made following inspections and local authority advice. As a result, the whole staff team ensures good outcomes for children.

Policies and procedures work well in practice to promote good outcomes for children. Accident, incident and medication procedures work fully. Likewise, child details, parental consents, daily registers, safety checklists and a full policy document and operational plan are in place to support children's welfare and safety. Overall, the provision meets the needs of the range of the children for whom it provides.

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

There were a total of 14 points for improvement made at the last inspections of care and education in September 2004. These have mostly been satisfactorily addressed so that children's learning, development, safety and well-being are improved in the setting. Children's health and well-being are improved because they can more easily access drinking water throughout the day, always have a good supply of paper towels to wipe their hands and have their sink water thermostatically controlled to a safe temperature. The menus have also been improved to incorporate more fresh fruits and vegetables and there is a more stringent policy about the use of Calpol, so that this is only given if prescribed. Children's safety and well-being are improved because risk assessments and daily checks ensure that the building is fit for purpose and maintained at the right temperature with no trailing wires, exposed sockets, unfinished areas or damp. Children's levels of enjoyment and stimulation are improved because planning, key working, and good staff deployment ensure that they do not sit for long periods. Instead, their individual learning needs are met by proper grouping of age ranges, improved access to computers in the Foundation Stage and more use of number and problem solving throughout the daily routine. In addition, staff are trained and have an improved understanding of child protection matters and learning difficulties. They display and give out good information about the Foundation Stage curriculum and the 'Birth to three matters' framework and invite parents to open evenings. However, parents still rarely see or discuss their child's progress with key workers.

### **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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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):

- ensure that rear fire exits are easily accessible and that clothing and papers in the rear of the building are safely and hygienically stored.

### **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):

- extend the opportunities for parents to know how their child is progressing and to be involved in their child's learning at home.

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](http://www.ofsted.gov.uk)