

Franklin First Call

Inspection report for early years provision

Unique Reference Number	EY248035
Inspection date	10 September 2007
Inspector	Kathryn Margaret Clayton

Setting Address	Franklin College, Chelmsford Avenue, Grimsby, North East Lincolnshire, DN34 5BY
Telephone number	01472 875025
E-mail	enquiries@forunderfives.co.uk
Registered person	For Under Fives Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Franklin First Call Nursery opened in January 2003. It is run under the company For Under Fives Ltd and operates from a single storey building adjacent to Franklin College in Grimsby. It is registered to care for 44 children and currently there are 67 children on roll including 16 in receipt of nursery education funding. The nursery serves both the local and wider area, offering places primarily to children of students and staff at the college. The nursery opens on Monday to Friday, from 07.30 to 18.00 all year around except public holidays and Christmas week. There are 15 full and part time staff employed of whom 13 hold relevant qualifications. Two staff are currently working towards a recognised early years qualification. The setting receives support from the North East Lincolnshire local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean nursery. Staff and visitors are asked to remove or cover shoes when going into the baby room, therefore the flooring remains clean for the babies and toddlers. Children start to learn the benefits of an active lifestyle as they enjoy free flow into the outdoor space whenever possible. Here they have access to a good range of equipment including soft play climbing materials, bicycles, scooters and slides. Babies are active both indoors and outdoors, for example, as they walk around furniture and non-mobile babies use an activity centre. Staff make sure children are protected by providing hats and applying sun cream on a warm day.

Children's health is effectively promoted as they learn good personal hygiene routines. Some examples of these include ensuring all children and babies wash their hands after toileting or nappy change. Older children are able to follow a sequence of photographs that help to enhance their understanding of these routines. Children also clean their teeth after eating lunch and so learn about good oral hygiene. Tissues are readily available and frequently used in the playrooms thereby reducing the risk of spreading germs. Children's health is promoted as they eat nutritious well-balanced meals and snacks. For example, a snack of apple and rice cakes. Children are encouraged to drink water and milk at snack time and fresh water is readily available in the playroom. Children's health is promoted by having a large number of staff who are trained in first aid on duty. Records relating to children's health are mostly accurately maintained, although parents are not always asked to sign to acknowledge when medication has been given.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an attractive well maintained nursery. There are bright displays and colourful mobiles that help to enhance their well-being and enjoyment. Babies benefit from being able to sleep in a large, quiet room, off the main playroom, where they are easily seen and regularly checked by staff. Children readily access good quality, clearly labelled and well organised resources within the playrooms. For example, construction equipment, books, puzzles and dressing up clothes. Most aspects of children's safety in the setting has been given careful consideration. Staff undertake daily risk assessments of each area and make sure children are closely supervised at all times.

The older children benefit from having direct access to a soft surface play area which they use with confidence. However, although children are given clear instructions by staff to be careful, when all of the children use this area at the same time it is somewhat congested and therefore their freedom of movement and safety is compromised. The evacuation of the premises in the event of a fire or emergency is clearly displayed in every playroom. This is practised by staff and children, but not on a regular basis. Therefore children cannot effectively start to understand how to manage their own safety and staff cannot become fully familiar with the procedure. Children are safeguarded because staff show a good understanding of their responsibilities with regard to child protection. Staff have undertaken training and know the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. They enjoy a good range of activities throughout the day, for example, imaginative play, sharing books, painting and outdoor play. Babies and young children's progress is effectively assessed using the 'Birth to three matters' framework and learning journeys that help staff to identify the next step in their development and learning. Staff successfully promote babies and young children's well-being. For example, young babies are cuddled and given good eye contact when being bottle fed. All children receive good individual attention from staff, for example, as they share a story book. Babies enjoy exploring the environment and access a good range of equipment that is changed on a daily basis. Children show an interest in the activities and concentrate well, for example, when exploring a musical activity box. Babies and young children enjoy a good range of exploratory experiences throughout the week. Some examples of these include printing, sticking, jelly play and water play. Staff make sure children's work is displayed immediately, therefore acknowledging their efforts.

Nursery Education.

The quality of teaching and learning is satisfactory. Planning is well organised and takes into account individual children's progress. This is assessed on a regular basis during free play and focussed activities, therefore helping staff to appropriately identify children's learning needs. Children are confident in the setting, show an interest in the activities provided and often play together in small groups, for example, with a garage and cars, or on outdoor equipment. Most children listen attentively to stories and join in when saying familiar poems, such as 'September'. Staff take some opportunities to extend children's learning, for example, by pointing out the initial sound of some words. Many children recognise their names on coat pegs and when having a snack. Although there are some opportunities available for children to make marks and ascribe meanings to marks they are not always effectively encouraged to do so during practical activities. For example, to 'write' their name when they complete a picture, or 'make a shopping list' in the home area.

Children show an interest in counting, for example, the number of dinosaurs in line or the days of the month. Staff plan appropriate activities to help children to learn simple number problems. For example when reading 'Mr Bear's Apple Tree' some children are aware that when one apple goes missing from a group of seven apples there are six left. Children enjoy playing with and naming basic shapes. They have appropriate opportunities to learn about weather conditions during carpet time. They enjoy many opportunities to construct using suitable equipment.

There are some planned opportunities to learn about features in their local environment when going on walks around the area close to the nursery. Children experience moving in a variety of ways as they take part in a music and movement session. They enjoy wriggling shoulders, moving other body parts and tapping their feet on the floor. They scoot, peddle on bikes and kick balls confidently. Children hold and use brushes correctly in painting activities and show good control when completing more intricate activities, such as making a pegboard pattern. They enjoy playing imaginatively as they dress up in animal costumes, pretend to be crocodiles, or make food and drink in the play kitchen. They enjoy listening to music and have good opportunities to explore colour and texture.

Helping children make a positive contribution

The provision is good.

All parents and children receive a warm welcome in the setting. Babies and toddlers enjoy a closeness with staff and have their individual needs met. For example, staff make sure children can access their own comfort blankets when they wish to. There is a cosy area where babies can see their reflection in a low mirror and older children have their photographs displayed in the playroom. This helps them to gain a sense of belonging and feel valued. Children have access to a wide range of resources that reflect diversity within society. These include baskets with books and artefacts to raise children's awareness of different religions. Children's spiritual, moral, social and cultural development is fostered. Staff are good role models who interact positively and calmly with children. They give children clear boundaries, for example, not to run inside. This helps children to learn about what is acceptable behaviour.

The partnership with parents and carers is good. Parents and children benefit because parents are kept well informed about their child's time at the setting. Information for parents about activities is provided in different languages displayed around the playroom. All parents receive a very useful information pack and there are good range of leaflets covering a range of topics available for parents to take home. Detailed written information about the Foundation Stage Curriculum is given to parents. Copies of curriculum plans are sent home for parents to read and sign. Parents are kept well informed about their child's progress through twice yearly open days and the opportunity to have discussions with their child's key worker at any time.

Organisation

The organisation is good.

Children benefit from being cared for by a well-qualified staff group who undertake ongoing training and work very well as a team. There are clearly established routines in place which give children stability and continuity. Within the organisation there is a sound leadership structure, therefore support and development opportunities are available at all levels. This helps to underpin the smooth running of the nursery and therefore ensures the well-being of the children who attend.

The vast majority of the paperwork is very well organised, confidentially maintained and readily available. There are a good range of policies and procedures that are understood by staff. The leadership and management of the nursery education is satisfactory. There are suitable systems in place to monitor the nursery education provision, including working with the local authority and planning as a team. However, these are not fully understood by all management. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection a number of recommendations were given related to safety and record keeping with regard to keeping incident and medication records. The safety of children has improved because there is now a viewing window in the door leading to the nappy change room. There is a fire blanket in place in the kitchen and gates in the outdoor area have high locks or catches that cannot be reached by children. Record-keeping has improved. Incident records now contain all of the required details. Children's health is promoted as medication records are mostly accurately maintained and contain details of whether medication is prescribed and the reason for administering medication.

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):

- ensure parents are always asked to sign to acknowledge when medication has been administered
- practise the evacuation of the premises on a more regular basis
- ensure there is enough space for children to move freely and safely when they use the outdoor area.

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 encouragement and opportunities for children to make marks and ascribe meanings to marks in practical everyday situations
- ensure management raise their awareness of the methods used to support and evaluate the nursery education.

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