

# Field House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	131112
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Cordalee Harrison
<b>Setting Address</b>	Tingewick Road, Buckingham, Buckinghamshire, MK18 1ST
<b>Telephone number</b>	01280 812335
<b>E-mail</b>	field.house@childbase.com
<b>Registered person</b>	Child Base Limited
<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?

Field House Day Nursery was registered in 1998, it is one in a chain of 39 nurseries, which is owned by the private company Child Base Nurseries. The nursery is located in Buckingham, Buckinghamshire. The nursery is comprised of 12 rooms including the kitchen and staff room, eight rooms are accessible to the children each day the other room is a welcoming area for parents. The youngest children are located on the first floor, where their base and sleep rooms are located. Toilet, nappy changing and washing facilities are located in close proximity to the areas in which child care takes place. There is a securely fenced outdoor area, which includes a grass area and an area, which is covered with safety surface and fixed climbing frame and slide.

There are currently 89 children aged under five years on roll. This includes 20 children who receive funding for nursery education. The nursery supports children with learning difficulties. The nursery is open five days a week all year round except public and bank holidays. Core opening times are from 08.00 until 18:00. Children attend both full-time and part-time.

The setting employs 30 members of staff, of these 20 work directly with the children, of these 16, of whom are qualified to level 3. The manager is qualified in childcare to NVQ Level 3 and NVQ Level 4 in management.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children in all areas of the setting have opportunities for outdoor play several times a day. Older children make good progress in their physical development as they ride bikes, and trikes, pedal carts, and they push and pull other equipment with wheels. In addition, they use the climbing frame and the slide to develop different groups of muscles. Children enjoy the freedom of out door play. Out in the sunshine children engage with their peers, share the resources laugh and have fun. To further extend children's physical development staff plan some focus activities. For example, the older children test their stamina, balance, coordination and agility as they negotiate the obstacle course. The youngest children enjoy the outdoor experience whilst sitting in their buggies and pushchairs. In addition, these children roll, crawl, stretch and increase their mobility as they explore the interesting play resources that are placed strategically to encourage them to become active. There are many opportunities for children in all areas of the setting to develop fine movements and eye and hand coordination. Children put their well practised skills into effective use as they independently complete tasks which are within their capabilities, such as, feeding, dressing and undressing themselves.

The setting minimises the risks of infection to children because all aspects of hygiene and cleanliness in most areas are properly addressed. For example, all food preparation areas, toilets, washing facilities, and nappy changing areas are clean. To achieve a consistent good standard of hygiene all staff have completed food and hygiene training and they use their knowledge well in their daily practice with the children. For example, children are clean and comfortable because staff attend to their personal hygiene needs promptly. Children's health is further safeguarded because they are learning good hygiene practices, such as, regular hand washing, before eating and after using the toilet.

Children are developing healthy eating habits; each day they eat nutritious well-balanced meals and snacks, which are appetising to them. They eat meals that are prepared and freshly cooked on the premises, and served with consideration to the stage of development of the children across the setting. Children's meals include ingredients from all of the main food groups. They eat well and satisfy their appetites, some children ask for seconds. Children are learning to make healthy choices about their snacks because they eat fresh or dried fruit and drink milk or water at snack time. In addition, water is provided with the main meal. The manner in which meals and snacks are presented to children, helps them to develop their social skills. There is a good procedure for the safe management of food from the kitchen to the table and staff follow it closely; this ensures that children's allergies are managed properly. In addition, babies' milk is prepared by staff who are trained to do so.

Children's health is properly safeguarded, because staff fully understand the procedures for the management of accidents and administration of medication, and all staff are qualified in first aid. For the safety of the children, staff follow the procedures closely to ensure that all medicines are administered correctly and accidents are recorded fully. Medication and accident records contain all of the required information.

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

The provision is good.

The purpose build nursery is bright, clean and attractive, it provides a welcoming child-centred environment, where children are safe and secure. For example, only people who are admitted by staff are able to enter the setting and children are not able to leave unattended. For the benefit of the children, the setting is well equipped in all areas. Children use ample good quality resources that are appropriate to their varying ages and stages of development. In addition, staff ensure that the resources are used effectively and this promotes children's independence. For example, young children are able to sit safely to eat because the table and chairs are designed especially for them and include safety features, such as, safety straps, they are able to relax and sleep comfortably because arrangements are in place for them to do so.

Children use the space available to them freely and confidently, because of the effective use of systematic risk assessments and daily checks. These procedures minimise the risks to children indoors and outside and ensure that most resources and equipment are maintained appropriately for children to use. For example, electrical sockets are fitted with safety plugs, stairs are guarded with stair gates fitted at the top and bottom, garden gates are secured and all areas are free of slipping and tripping hazards. Children do not have access to the kitchen, or any area where hazardous substances are stored. However, in one area the safety rail, which guards the nappy changing mat, does not provide children with the necessary level of safety, because it is not properly secured. Good procedures are in place for fire safety, fire alarms are tested weekly and fire exits are marked and kept clear. Fire safety equipment, such as, a fire blanket and extinguishers are in place and serviced regularly. In addition, staff practise the fire drill regularly with the children and this ensures that they are able to evacuate the premises quickly and safely. Staff are clear about their roles and responsibilities for safety, for example, the kitchen staff know that if the fire alarm sounds they are to make their way directly to the baby room.

Children's welfare is properly safeguarded because the majority of staff in the setting are confident in their knowledge and understanding of child protection. They communicate confidently their understanding of the setting's child protection policies and procedures and are aware of the four main types of abuse. All staff acknowledge their responsibility to safeguard children's welfare. The majority of staff are clear about lines of communication to enable them to deal with concerns about children's welfare immediately. To safeguard children's welfare the setting systematically records children's previous injuries. Although it is the setting's practice to update staff's knowledge about safeguarding children issues, not all staff are familiar with the setting's child protection policy to be confident that every member of the team is able to act without delay to safeguard children's welfare.

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

The provision is good.

The younger children in the setting enjoy good care and learning experiences that are linked securely to the Birth to three matters framework, which is issued by the government. This ensures that they have many first hand experiences that are appropriate to their age and stage of development. They make good progress in all areas of their development, for example, they test their senses as they explore a wide range of natural and man-made resources including seashells, pinecones and metal objects. They enjoy outdoor activities, learn about the weather, and experience the effect of the elements as they trail ribbons in the wind, they show their excitement as they watch the bubbles blowing. Children explore treasure baskets and experience messy play, such as, corn flour and gloop. The well planned appropriate and exciting range of

activities keep them purposefully engaged. For example, they use a wide range of interactive play centres and other bright and attractive resources, which encourages them to explore and to develop their curiosity. Children are happy and settled, their emotional development is promoted very well, because the staff work closely with parents and they are well equipped to meet children's individual care needs. The warm interaction between children and staff promotes children's communication skills, confidence and their emotional security well.

## Nursery Education

The quality of teaching and learning is good. Staff plan extensively to ensure that children experience learning across all areas of the Foundation Stage curriculum. They use guidance to the Foundation Stage curriculum knowingly and link it securely to the stepping-stones; this ensures that all aspects of the areas of learning are covered. Regular observation of children enables staff to keep clear records of children's achievements, however, not all of the records consistently include the next step in individual children's learning to be confident that sufficient challenges are always identified for individual children.

Children are developing their communication skills; they speak clearly to give information and make their choices known. For example, they inform staff of the colour badge they would like in recognition of their achievements and describe what they think a coconut looks like. They consolidate that they know and give considered and relevant answers to open questions, for example, children explain that we do not eat too much sugar because it can make you sick. Staff skilfully extend activities with open questions and language to make children think. For example, a member of staff introduces the word 'evaporated' into the discussion and children are asked to think about what it means when it is linked to the word milk. The children then consider where they might buy evaporated milk. Children further develop their communication and listening skills as they sing songs and rhymes and they sequence words and numbers. Good quality resources, such as, the use of story sacks bring stories, such as, the 'Hungry Caterpillar' to life and increase children's enjoyment of story time. Children are beginning to write for different purposes. For example, they label objects for the interest table and make marks in the restaurant during pretend play.

Children are developing their self-care skills well; they successfully attend to their personal needs and are confident to ask staff for help if they need it. Children show good levels of concentration as they work individually and in groups. However, sometimes over direction of teaching limits children's learning because staff do not always recognise when to allow children to develop the planned activity. Children are making good progress in their mathematical development, they experience activities, which promote their mathematical thinking and there are many opportunities for children to use good quality mathematical resources, such as, scales, dice, abacus, timers and calculators and measures in their everyday activities. For example, they solve a simple mathematical problem as they estimate how much more sugar is needed to make the scales balance. In addition, there are many opportunities for children to see and replicate numbers.

Children promote their creative development well, they experience a range of activities from recreating experiences through acting to studying topics, such as, being healthy in their creative play. For example, well planned and resourced themes, such as, the sport shop, help to extend children's learning across all areas of the curriculum whilst they role-play. They promote their mathematical thinking and solve number problems as they buy and sell items in the sports shop and develop their social and communication skills as they interact with others. They further

develop their understanding of being healthy as they use the sports equipment they purchase in their physical activities and the discuss the importance of regular exercise.

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

The provision is good.

Children are developing good self-esteem; they make individual choices about learning and are involved in age and stage appropriate activities. In all area of the setting staff carry out regular observation of the children and maintain clear records of children's achievements. However, they do not always identify the next step for individual children to be confident that they set individual challenges for children. Clear and consistent boundaries that are appropriate to children's age and stages of development help them to learn to behave well. They know when they have done well through staff's positive acknowledgement of their achievements. Children behave very well, they are learning to share and take turns, they are also learning to consider and value others. Spiritual, moral, social and cultural development is fostered. Children deepen their understanding of the wider community as use a variety of dressing-up clothes ,listen to stories, such as Rama and Sita, and listen to music that is reflective to specific cultures, for example, Indian music as part of their enjoyment of the Diwali celebrations. Children use some other practical resources, such as, dolls play figures and books to deepen their understanding of cultural diversity, however, there are few resources for them to use to raise their awareness of disabilities and this limits this area of their learning.

Children with learning difficulties and/or disabilities progress their learning and development well because staff are experienced a developing children's individual education plans, completing reports and working with parents and other health and education professionals to set targets and carry out reviews for these children. These consistent good practices ensure that these children make good progress in their learning and development and that an inclusive environment is achieved in the setting.

Partnership with parents is good. All children benefit from the positive partnerships staff develop with parents. Parents praise the staff highly for the high quality of care and service and education that their children receive. For the benefit of the children, sufficient good quality information is exchanged between parents and staff. Parents feel involved in their children's learning because they are provided with information about the curriculum and the themes and topics that children are studying. They are encouraged to provide resources in support of topics and for the interest table and this enables and encourages them to follow up on some of the nursery's activities at home with their children. Parents' active involvement expends children's learning whilst they are away from the setting and fosters continuity of care and education for the children.

### **Organisation**

The organisation is good.

Children are welcomed into a very well organised warm, safe and secure nursery environment. Children in all areas of the setting use a wide range of good quality age and stage appropriate resources, which are easily accessible for them and this enables them to make purposeful choices about play. All of the children enjoy good quality play experiences that are appropriately tailored to their age and stage of development. Children are making good progress in all areas of their learning and development because staff support them very well and plan consistently and effectively, which enables them to learn well through play.

The welfare of the children in all areas of the provision is properly safeguarded because managers and staff always use the setting well-considered policies and procedure to inform their practice and to gain consistency in the care and education of the children. The setting's recruitment procedure is good, because it ensures that all staff are properly vetted and that staff inductions include all of the necessary elements, such as, health and safety and child protection. Children's activities are always planned, delivered and supervised by staff who are appropriately qualified, because all staff who work directly with children are qualified in childcare. The setting's consistent staff team is its notable strength, it provides stability and continuity for all of the children. The setting meets the needs of the range of children for whom it provides.

All documentation required to safeguard children's health and welfare is in place. They are maintained orderly and available for inspection. For example, registers are accurate and up to date room registers provide relevant information about children's arrival and departure and the staff who look after them. In addition, the names of visitors to the setting are recorded. The setting communicates well with parents, it provides them with a prospectus and they are informed about relevant changes. This reassures them and raises their confidence in the setting's ability to meet the needs of their children to a good standard. For example, parents know their children's key workers and they are clear about the setting's policies, they are confident that they know who to contact should they wish to make a complaint or to discuss any matters relating to their children.

Leadership and management of the nursery education are good. It ensures that ample good quality resources and a high level of qualified staff who are knowledgeable about the Foundation Stage curriculum and stepping stones, plan and deliver the nursery education. This enables children to make good progress towards the early learning goals. Good planning and regular recording of children's achievements are used effectively to promote children's learning across all aspects of the curriculum. However, a teaching style that is at times overly directed, is used to deliver some areas of learning for children and this does not always provide the scope for children to explore their activities fully. There is a system for the setting to evaluate its practice and because it is completed regularly it clearly identifies most areas for improvement and provides realistic and consistent information about the setting's performance.

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

At the last Children Act inspection, the provider was asked to ensure that a list of staff details is included in the fire evacuation file.

There are records to indicate that the setting practises evacuation of the premises consistently. The fire drill records are completed with all of the necessary details, to indicate that the setting follows correct procedures when evacuation of the children is practised.

At the last nursery education inspection, there were no significant weaknesses to report. However, the provider was asked to consider improving monitoring and evaluation to ensure that activities are maximised to extend children's learning.

Since the last nursery education inspection, the setting has developed a system for the evaluation and monitoring of the nursery education. This has ensured that the children's learning is consistently at a good standard. However, the procedure for evaluation has not identified weaknesses in the teaching style, which is used in the pre-school. For example, the most used teaching style does not always provides the necessary scope for children to explore activities to their fullest extent at all times.

## **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 complaint 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):

- make sure that all staff are familiar with the setting's child protection policy and that all of the equipment that children use is appropriately maintained.

#### **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):

- develop staff's understanding of how children learn most effectively so that they can use a range of teaching styles and ensure that the next step is consistently identified for all children.

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)