

# Fleet Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	127192
<b>Inspection date</b>	31 October 2007
<b>Inspector</b>	Amanda Gill
<b>Setting Address</b>	Lunedale Road, Dartford, Kent, DA2 6JX
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<b>Registered person</b>	Lise Ann Sampson
<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?

Fleet Day Nursery opened in 1991. They meet in a classroom of Fleet Infant School in Dartford. It is a privately owned nursery and the owner is also the manager.

The nursery offers full day care and is open Monday, Tuesday, Wednesday, Thursday and Friday from 8am until 6pm. The nursery is open throughout the year. There are 38 children on the register. The nursery offer places to funded children and recruit from the surrounding area, feeding on to a variety of Primary schools. No children with special educational needs (SEN) attend at present, although there are three with English as an additional language (EAL).

There are seven staff who work with the children. Over half the staff have early years early years qualification. There are three staff currently working towards recognised qualifications to NVQ level 3.

The group is a Pre-School Learning Alliance (PLA) associated group and receive support and training from the Early years Advisory teacher (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn the importance of following good personal hygiene routines and understand why they need to wash their hands after visiting the toilet and before eating their snack. This is reinforced when they carry out projects such as 'it's cool to be clean' and display pictures of their hands on the toilet walls, adding slogans such as 'we don't want worms' and 'must wash hands after going to toilet, might get germs'. Children learn about good hygiene practices through conversation and gentle reminders, such as staff talking with children when carrying out a cooking activity about the need to wash their hands before handling food. Children are supported to take responsibility for promoting their own good health because they are able to squirt the soap themselves and access their own paper towels. Nappy changing facilities are hygienic, staff use disposable gloves, aprons and wipe down the changing mat with anti-bacterial spray.

Children are protected because staff follow clear procedures in the event of an accident or if children require medication. Parents are informed about the sickness policy and provide written consent for the nursery to seek emergency treatment if there is a serious accident or emergency. All staff are first aid trained ensuring children receive good care in the event of an accident or illness.

Snacks and meals provided are healthy and nutritious and children enjoy a good balance of foods. Children's medical and dietary needs are appropriately documented and staff are aware of these. Staff preparing drinks and snacks wear gloves and aprons and check that children are able to have the food and drinks provided and ensure that children with specific needs are catered for. Children are able to independently access jugs of fresh drinking water and milk throughout the day. They learn to select their own clean cups, pour their own drinks and put the dirty cups in the proper place. Children's independence and self help skills are encouraged during snack time when they use appropriate equipment to cut their own pieces of fruit and at lunch time when they scrape their own plates and place dirty utensils in the correct place.

Children move confidently and in a variety of ways. They have open access to play inside and outside as they wish throughout the day. Every day children are provided with a varied range of activities that help them think about what their bodies can do. For example, children thoroughly enjoyed dancing and moving to music, stretching their limbs and muscles and were well supported by enthusiastic staff. Older children negotiate the available space well and confidently handle small equipment when they freely access scissors, pencils and glue sticks.

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

The provision is good.

Very good use is made of the space available to provide children with a wide range of activities. Children enjoy their play in a safe, spacious and well-organised environment where staff are vigilant and use highly effective daily risk assessments well, to reduce potential hazards. The outdoor area is fully enclosed and staff check all areas for safety before children play. Children access resources with enthusiasm, the thoughtful use of space ensures that children's play does not impinge on one another and they confidently use all of the space provided. Storage is safely organised and some low level storage beside activities means that children are able to extend their own play - such as in the role play and construction areas.

High adult to child ratios and effective staff deployment help to maintain good supervision and keep children safe. Staff are aware of where children are at all times and their active involvement with them to minimise accidents. Children are well supported to learn about keeping themselves safe. Staff model actions such as how to stretch and bend safely during music and movement sessions. A clear notice is displayed regarding the fire drill. However, although this is practised termly, the system in place for recording does not take in to effect that a number of children attend on a part time basis and cannot ensure that all children have taken part.

Children are well protected because practitioners have a good knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local child protection procedures. The recording of all staff, children and visitors to and from the nursery, policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

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

The provision is good.

Children are very happy and settled within the nursery. They take part in activities with great enthusiasm and confidence and enjoy being together. This indicates they feel comfortable and secure. Children are interested in what is available and spend time concentrating on self-chosen activities.

The stimulating activities provided help children progress in all areas of development. They are encouraged to explore and experiment independently while being provided with an appropriate level of adult support. Their creative and imaginative development is encouraged through activities such as water play, arts and crafts, painting, singing, music and movement.

Interesting role-play scenarios, such as a garden centre and a restaurant, provide many opportunities for children to learn about the world around them while developing a variety of skills such as early maths and working cooperatively with their friends. Signs around the setting help children associate pictures with words and to understand that words have meanings. Routines are followed by staff, and incorporate times for active and quieter pursuits. Short and long term planning takes place, and topics are followed throughout the nursery. It is clear that the current topic is mini beasts, with an interesting range of activities and display in evidence, including colourful bugs made from tin cans and compact discs, that have been pegged to string in the garden.

### **Nursery Education**

The quality of teaching and learning is good. Staff use good questioning techniques to stimulate thought and to challenge the children. The adults provide good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner.

Children engage with a good range of adult led as well as child initiated creative art and craft activities and resources. They have access to interesting textures with which they design and create collages and wall displays. Children also enjoy the tactile experiences of porridge oats, ice, mud and putty. Singing, music and movement are regular features and children enthusiastically participate in familiar songs. Children are routinely encouraged to respond to experiences and express their thoughts, feelings and ideas, for example children were asked

to share their feelings, when they were introduced to noodles the dog puppet during circle time.

Staff have a very good understanding of the Foundation Stage. Staff work together very effectively to ensure all children have regular observations. They have devised systems to ensure that suitable activities are planned to help individual children move along the stepping stones. Daily plans effectively cover all areas of learning and the activities provided relate closely to the written planning. However, staff do not have a system in place for gathering information to help them assess the children's starting points. Staff observe the children during free and focussed activities to assess their achievements and progress. This helps to identify children's stage of learning and allows staff to plan the next steps in each child's learning.

Children are developing good relationships and get on well with their peers and adults in the setting. They understand the need to share and take turns when playing together. Children are confident and happily initiate conversations with visitors to the nursery. Children mostly behave well and respond to requests for good behaviour. They clearly explain and understand the rules within the setting and abide by them. This ensures good relationships and a calm environment.

Children learn how to use numbers in everyday situations and understand the concept of simple additions when they total prices at the restaurant in the role play area. Children participate in counting activities when singing songs, reading books and playing bingo games, which include opportunities for addition and subtraction. They recognise the properties of simple shapes and more complex solids, when they place shapes in a wooden block as part of a shape guessing game.

Children are confident writers. They have many opportunities to write for a purpose and are able to recognise and write some letters correctly. They are encouraged to try and write their own names using different textures such as salt and glitter. Their spoken language is developing well when they chat in the home corner and talk on the telephone. They learn to negotiate competently and express their imagined experiences during a good range of role-play situations. For example, in the well equipped garden centre. Children have many opportunities to practice linking sounds and letters, for example when they sound out their names for snack and at registration.

Children enjoy looking at photographs of themselves and happily talk about themselves and what they are doing. Children learn about the days of the week and have some understanding of time when they talk about 'tomorrow and the day after'. Occasional visits by the local fire brigade and ambulance gives the children an insight into other peoples' lives.

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

The provision is good.

Children learn to respect other cultures through enjoyable activities. They are introduced to culturally specific resources throughout their play. For example, they use paint to make Rangoli patterns for Diwali and dress up in cultural dress to eat in the restaurant during role play. Many varied resources, posters and displays reflect culture and religions. However, there are limited activities and resources that promote positive images and develop children's understanding of disability.

Staff treat children with respect and use lots of praise and encouragement to promote their self-esteem. All children are encouraged to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential.

This positive approach fosters the children's spiritual, moral, social and cultural development.

The provision has experience of working with children with learning difficulties and/or disabilities and the children progress well due to consistent encouragement and support.

Children have a very good understanding of the boundaries and basic ground rules in the nursery. Staff create a calm and patient environment and make expectations of behaviour clear. They give reasons for requests ensuring the children understand why certain behaviour is not acceptable.

Parents are encouraged to be involved in the setting by contributing to activities. For example, a parent bring sweets in and shares Diwali stories with the children. Parents feel able to approach the members of staff if they have concerns and are very satisfied with the level of information they receive either in the form of notices, newsletters or when provided with personal feedback. A file of minor concerns raised by parents is maintained, including how these have been resolved. The management team are aware of the complaints regulation ensuring parents are able to be fully informed of all aspects of the provision.

Partnership with parents of children who receive nursery education is good. Parents receive very good information about the Foundation Stage in their welcome prospectus and are provided with regular updates about their children's progress and evaluations of the focus activities. This ensures parents understand that play has an important role in developing their children's skills for the next stage of learning. This sharing of information between staff and parents enhances the children's time at the nursery and ensures parents can be fully involved in their children's learning.

## **Organisation**

The organisation is good.

The children greatly benefit from being cared for by qualified and experienced staff who are very caring and enthusiastic and are acutely aware of their roles and responsibilities within the setting. They are a very well established team who know the children well and are committed to ensuring all children feel happy and secure. They work well together and clear communication and guidance helps them provide a consistently good level of care for all the children.

Leadership and management of Nursery Education is good. The organisation of the day mostly supports the children's learning and development. The manager demonstrates very good procedures to evaluate the effectiveness of the curriculum. However, starting points are not recorded making it harder to ensure children progress through the stepping stones.

The management team have clear objectives and defined roles and responsibilities. They closely monitor staff practises as they work closely alongside them on a daily basis. Regular appraisals identify training issues and staff are encouraged to attend relevant training and cascade the information. This supports staff in their role and ensures they have the latest and most relevant information available to support the children in the setting. The children's welfare is safeguarded as an effective induction and recruitment programme for staff and volunteers ensures that the

adults working in the setting are fully aware of how the provision is run, the policies and procedures and are suitable to work with children.

All required documentation is in place and is well maintained. This ensures that the management of the setting promotes the children's welfare. The setting meets the needs of the range of children for whom it provides

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

At the last inspection, the nursery was asked to ensure that child protection procedure for nursery complies with all local area child protection committee procedures. All staff have now updated their knowledge and attended training provided by the Local Authority through the Local Children's Safeguarding Board. Procedures and policies have been updated and include section on what to do if a staff member has an allegation made against them. The nursery was also asked to ensure good hygiene practises are in place when serving food. Staff now serve food using disposable gloves and aprons. Staff have attended food hygiene training and staff are now very aware of food hygiene procedures and the importance of preventing the spread of infection. The nursery was also asked to ensure all children are able to access drinks. Jugs of fresh milk and drinking water is available on trays in the nursery for children to independently access as and when they feel thirsty.

In addition, at the last nursery education inspection the nursery was asked to plan for outdoor play so that children experience a variety of learning activities in the outdoor area. The outdoor area includes activities such as ice cube mini beasts, corn flour, mark making with salt and glitter. All planning includes inside activities that have been made available outside. The nursery was also asked to provide multi-cultural resources that reflect the community languages. The nursery have far excelled themselves in this area and wall displays include different languages, homes that different cultures live in and projects include key words from different languages to enable all children to feel valued. The nursery was also asked to provide examples of written language and writing materials for children to use during role play and other activities that will challenge and stimulate them. The home corner/ role play area incorporates a chalk board for writing details of the garden centre, menu's are displayed and prices for the restaurant. Name cards are used at registration and snack for the children to identify their own name and these are also used to encourage children to scribe their own names in different textures.

### **Complaints since the last inspection**

Since the last inspection Ofsted received one complaint relating to National Standard 1: Suitable person, National Standard 2: Organisation and National Standard 11: Behaviour. Concerns were raised regarding behaviour of staff towards the children, adult to child staffing ratios and that there are times when there have been no manager/supervisor available and times when staff sit and watch television. Ofsted carried out an unannounced visit to investigate the concerns.

The National Standards investigated were found to be met but an action was set under National Standard 14: Documentation to ensure that staff registration systems are consistently in place and ensure that children's arrival and departure times are recorded. A satisfactory response was received from the provider and the provider remains qualified for registration.

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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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):

- increase the frequency of fire drills and improve the recording of them
- provide more activities and resources that promote positive images and develop children's understanding of disability

#### **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 a system to ensure that the children's starting points are recorded and used, to ensure they make progress through the stepping stones

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)