

# Red Fox Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	116677
<b>Inspection date</b>	08 May 2008
<b>Inspector</b>	Susan Mary Deadman
<b>Setting Address</b>	c/o Foxes Piece School, Newfield Road, Marlow, Buckinghamshire, SL7 1JW
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<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 satisfactory. 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?

Red Fox Day Nursery registered in 1993. It is one of two nurseries privately owned by the same proprietors. It operates from a single storey building within the grounds of Foxes Piece School, close to the centre of Marlow, Buckinghamshire. Children are accommodated according to age in four rooms, with regular access to outdoor play areas. The nursery opens for five days a week, all year round, with the exception of bank holidays and a week between Christmas and New Year. Sessions run from 08.00 until 18.00.

The nursery caters for a maximum of 52 children under the age of eight years, at any one time. There are currently 72 children from four months to five years on roll. Of these, 24 receive funding for nursery education. The nursery supports children who speak English as an additional language and children who have learning difficulties/disabilities. Children attend for a variety of sessions.

The nursery has 20 staff who work with the children, of whom 14 have appropriate early years qualifications at Level 2 or above.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children understand the reason for good hygiene procedures and are familiar with the routine of washing their hands prior to eating. They enthusiastically talk about the need 'to get rid of germs and dirt from their hands before their meal. Staff follow generally effective hygiene procedures, although do not use aprons when changing nappies and only wear a glove on the main hand they use for this procedure. They wipe the changing mats between uses and wash their hands after changing children.

Staff are well organised and deal effectively with minor accidents, which promotes children's welfare. They record the full details and gain parents' signature on the record. There are no procedures in place to obtain parents' written permission to seek any necessary emergency medical advice or treatment. However, records show that staff deal with issues effectively, supporting children's well-being. Medication records contain the required information and parents sign to give their prior written permission.

Children enjoy the wide range of food on offer at all meal times. Menus are varied and nutritious. For example, at snack time children enjoy bread sticks, raisins and dried apricots. They choose from milk or water. Older children help serve themselves and pour their own drinks. This supports and encourages their independence. Effective procedures are in place to ensure that children's individual dietary needs are adhered to.

Children benefit from daily access to the garden, which is organised to promote children's physical development. Children greatly enjoy the range of age appropriate play activities. They peddle their bikes, climb the slide and enjoy organised games.

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

The provision is satisfactory.

Staff complete basic risk assessments on a daily basis. However, these do not identify all issues. For example, although staff are vigilant, the kitchen door is propped open and the utility room door does not close properly, which does not fully promote children's safety.

Garden areas are safe and stimulating. They are well organised to accommodate the needs of all the children. Children play within fenced areas, which have grass or safety surfaces. The play equipment provides children with challenge, for example, large wooden climbing frames, deep sand pits, and a large range of sit and ride vehicles.

Staff promote children's welfare in relation to fire safety. For example, they regularly practise the emergency evacuation procedure, which ensures children are familiar with the process. Staff record full details such as number of children and time taken to evacuate.

The play areas are stimulating and child-centred. Staff care for children in several age-related rooms, which are attractively decorated with children's artwork. Children make independent choices from a wide variety of safe play items. There is a good range of suitable equipment to meet children's needs. For example, high chairs and cots are in good condition. Children hang their coats in a lobby area.

Staff promote children's welfare as they have a clear understanding of possible child protection indicators. They are able to identify the procedures to follow should they have any concerns.

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

The provision is satisfactory.

Toddlers and babies are happy and generally well settled because staff spend time with parents and offer effective and individual settling in procedures. Babies play contentedly with staff that sit on the floor with them and interact to a suitable level. They have easy access to good range of age appropriate play equipment, for example, play gym, interactive toys and building blocks.

Young toddlers benefit from the suitable variety of play activities. For example, they enjoy dancing to music, take part in art and craft activities and benefit from frequent access to the outside play area. They enjoy tactile materials such as sand and rice. Staff extend the learning of older toddlers and plan activities according to the themes, for example, transport. They make hot air balloons using different coloured tissue paper and paint with various vehicles using the wheels to make tracks on paper. Staff do not always follow children's interests thereby missing opportunities to extend children's learning.

### **Nursery education**

The quality of teaching and learning is satisfactory and staff have a sound knowledge of the Foundation Stage. However, there are some weaknesses within the quality of teaching. For example, children very much enjoy the ice cream kiosk in the garden, although it is attractively decorated with bright posters of various ice creams, staff do not provide children with further learning opportunities within this area. There are no shop tills, shopping baskets or notepads for children to use.

Children understand that print carries meaning and enjoy interactive stories. Children respond to questions and staff give them time to respond. Children are very familiar with the characters within their reading scheme and use these when talking about letters and sounds. Staff extend children's knowledge and understanding of the world around them and incorporate the meaning of new words. For example, children listen intently when staff talk to them about volcanoes and craters. The good use of books captures the children's attention.

Children are confident and demonstrate a good understanding of numbers. Children talk to their friends about number sequencing. When children ask staff how to write certain numbers they describe the process. However, they fail to use the visual displays they have in the room to support children's understanding. Children use the bread sticks at snack-time to compare length and talk about longer and shorter, although staff briefly join in with this conversation they do not use it to expand children's learning. Staff make some use of props during the singing of number rhymes, which helps children identify numbers and holds their interest.

Children are happy and confident within the setting and know the routines well. For example, they are very familiar with 'tidy up time' and participate enthusiastically. They make positive comments in relation to how good they are at this routine and ask visitors to the room to endorse this praise.

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

The provision is satisfactory.

Staff value children as individuals and have an understanding of their needs. Records provide staff with relevant information, for example, allergies. Staff within each room cater for children's individual needs. For example, they adhere to children's individual sleep and feeding patterns. Children are beginning to gain an understanding of the world around them through planned themes and activities. They have access to some play equipment that promotes positive images of ability and ethnicity. Staff work with parents of children who have additional learning needs, which promotes children's development.

Children's behaviour is generally good, although the organisation of THE room at mealtimes for the older children gives rise to some disputes. Age appropriate disagreements are managed sufficiently well. Staff working with toddlers, give children short periods of time out and explain the consequences of their actions upon others, which offers children some understanding of right and wrong. Children's spiritual, moral, social and cultural development is fostered.

The sharing of information allows parents to be familiar with the routines of the setting. They are aware of the procedures staff follow and receive feedback at the end of each session. Children benefit from the supportive relationship staff have with their parents, who are made welcome into the setting. There is a written complaints procedure and a log is readily available should the provider need to record any comments.

The partnership with parents in relation to the nursery education is satisfactory. Although parents receive very little written information relating to the Early Learning Goals, staff explain the curriculum when children enter the preschool room. They show parents the transitional records and inform parents they can see their child's records at any time. Parents receive regular verbal feedback and have a list of the themes and topics. Parents are confident with the setting and praise the efforts made by staff. They made particular reference to the fact that they regularly see the provider's husband, who manages the setting, which provides them with good opportunities to discuss any issues should the need arise. They are happy that the staff and provider listen to, and act upon their comments, for example, the provision of daily feedback sheets.

## **Organisation**

The organisation is satisfactory.

The provider has implemented the required improvements, which enhances the outcomes for children. Staff have the required level of qualification and experience to care for young children. They undertake some additional training, for example, special educational needs, first aid and the Early Years Foundation Stage. There are good systems in place to ensure new staff are suitable for the position. Management undertake the appropriate references on all staff. Staff adhere to good quality policies and procedures, which promote the care of children. New staff undertake a suitable induction. For example, managers ensure they are familiar with the fire drill and child protection procedures.

Rooms and activities are generally well organised and the preschool continue to make changes to the physical layout to facilitate the best use for the children. The notice board in the main corridor contains relevant information such as the certificate of registration and insurance details.

Although staff record, on a daily basis, the hours that children and staff are present they do not retain this record for the required period of time. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory. Although there are procedures in place to monitor the effectiveness of the nursery education, they do not always identify weaknesses in the quality of teaching. However, it should be noted that the staff are committed to implementing good practice and are open to suggestions for improvement.

Due to timings, it is difficult to facilitate regular staff meetings. However, the room seniors and management team share relevant information with staff. There are effective procedures in place to share information with parents. For example, they have been made aware of the outcome of the previous inspection and provided them with information relating to the actions taken to address the issues.

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

At the previous inspection, the quality of the care was judged as inadequate. The provider was required to improve systems to ensure the suitability of staff; improve staff's knowledge of child protection procedures; improve the security of the setting and obtain written permission from parents prior to administering medication.

The provider has taken suitable steps to improve the standards of care. There are effective systems in place to ensure the suitability of staff. For example, the provider holds a record of their criminal record check. The premises are secure and continue to be monitored via closed circuit television. Staff remind parents not to allow others into the building. All visitors sign a record book and staff stringently check their identification. Staff have a suitable knowledge of child protection issues and are due to undertake additional training. There are good procedures in place to ensure that parents provide their written permission prior to staff administering medication.

The recommendations relating to the nursery education were, to develop the systems to evaluate the effectiveness of nursery education, achieve a better balance between adult and child initiated activities and to gain children's starting points when entering the Foundation Stage of nursery education.

Staff adequately evaluate the effectiveness of the nursery education and this is overseen by the management team. There is a suitable balance of adult and child initiated activities, however, this could be developed further. Staff have made good progress in relation to working with parents and previous carers. When children enter the Foundation Stage of nursery education staff meet with their parents and record the information relating to the child's development. When children transfer from a younger group room, good communication provides the new carer with relevant information. The improvements made support and enhance children's developmental progress.

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

Since the previous 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):

- enhance existing procedures to promote good hygiene practice when changing children's nappies
- ensure that parental permission is requested for the seeking of any necessary emergency medical advice or treatment
- review risk assessments to ensure they include access to the kitchen and utility room
- improve the systems in place to ensure the records relating to the hours children attend are maintained for a suitable period of time.

#### 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):

- continue to evaluate the effectiveness of the nursery education
- review the quality of teaching to ensure that staff make full use of all learning opportunities
- provide parents with more information on the Early Learning Goals.

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)