

# Fingerprints Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY349295
<b>Inspection date</b>	28 April 2008
<b>Inspector</b>	Helene Anne Terry
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<b>Registered person</b>	Fingerprints Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Fingerprints Nursery Limited was registered in 2007 and is privately owned. It operates from five playrooms in a converted house situated in Cleckheaton, West Yorkshire. A maximum of 71 children may attend the nursery at any one time. The nursery is open each weekday from 7.00 to 18.00 for 52 weeks of the year, excluding bank holidays and the Christmas period. All children share access to secure enclosed outdoor play areas.

There are currently 96 children aged eight months to seven years on roll. Of these 20 children receive funding for nursery education. The setting caters for children from the local community and surrounding areas. The nursery supports children with learning difficulties and also supports children with English as an additional language.

The nursery employs 16 members of staff of whom all have early years qualifications. There are four members of staff currently working towards early years foundation degrees.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from a clean, warm, comfortable and child friendly environment. Children's health is protected generally well by regular hygiene routines. They readily wash their hands after messy play, before meals and after visiting the toilet. They have access to their own face cloths, bed linen and toothbrushes, which helps to prevent the spread of infection. However, staff do not always ensure that the children's bathrooms are ready for use at the start of the sessions. For example, soap was not accessible to the children in both of the two to four-year-olds bathrooms until mid session. Children did not have use of one of the toilets owing to it being used as a storage area for outdoor equipment. Staff were also using the two to three-year old playroom as an area for potty training the children, which negatively impacts on hygiene in the setting.

The weekly menus are developed by the provision to ensure that children receive a very good variety of nutritious snacks and meals that are freshly cooked on the premises by the cook. Meals and snacks consist of lots of wholemeal products and fresh fruit and vegetables. At snack time children were observed to enjoy cheese, tomatoes and rice cakes. Food is provided according to the dietary requirements of the children to ensure that their individual needs are met effectively. Babies meals are blended to their preferred consistency and bottle feeds are made by staff according to parents wishes. All children have very good access to regular drinks throughout the day in their own cups. Meals are a social occasion in the setting, where staff and children sit, eat and chat together.

Children enjoy a suitable range of physical activities which contribute to their good health. They have regular access to physical activities both indoors and outdoors; such as the use of bikes and cars. The older children enjoy digging in the garden area and observing the mini beasts that they find. Children also have the opportunity to take part in baby ballet classes once a week. These activities promote their well-being, and develop muscle control. However, more able children are limited in their opportunities to develop their large physical skills, due to lack of equipment to enable them to climb, balance and swing.

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

The provision is good.

Children play safely in the well organised and secure premises. Displays of children's art work, posters and useful information for parents help the nursery feel welcoming. Good supervision and a good awareness of safety issues allow children the freedom to choose activities that offer variety and challenge within safe limits. Risk assessments ensure potential hazards are minimised and effective measures are in place to prevent accidents. Children are beginning to understand how to keep themselves safe. They are regularly reminded about the safe use of equipment and have done an activity on the safe use of electrical equipment. They also learn how to cross roads safely. Children understand and practise fire drills regularly which are recorded on most occasions. A visitor's book is used well to manage safe access to the premises. The outside doors are locked and a bell announces visitors.

Children choose their activities from the wide range of good quality resources and equipment. This meets their play development needs well. Children play, rest and relax comfortably.

Children are well protected from harm because staff have a good understanding of their roles in child protection issues. Staff understand the correct procedures to follow in the event of any concerns, in line with the Local Safeguarding Children Board. An effective system of recording incidents is in place.

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

The provision is satisfactory.

The children are settled and secure in the nursery, where they develop a sense of belonging through their awareness of established routines. Children are happy and build trusting relationships with the staff, which helps them to feel relaxed and confident to become involved in the range of activities made available to them. The 'Birth to three matters' framework is incorporated into the setting and this supports young children's care and learning needs. Staff maintain development records for the children to observe what they can do, however, these records do not contain information on the next steps of children's development to effectively inform the future planning. Activities are child initiated based on children's interests. Staff working with young children provide a range of resources for children to make choices from and plan a range of sensory experiences. For example, planned activities include access to treasure baskets filled with items of different textures, such as wooden objects, fabrics and bath scrunches. The accessibility of resources and activities offered promotes independence, creativity and exploration. The young children and babies are supported by staff interaction in their play and receive comfort and hugs from staff who are receptive to their needs. The staff also respond positively to the children's non-verbal communication and promote their verbal communication through imitating sounds, sharing books and singing sessions. Babies also benefit from routines that are consistent with their individual requirements.

School age children attending the setting after school have access to a range of activities alongside pre-school children. However, these activities are not interesting or challenging enough to meet their needs or interests. Facilities are available for school age children but these are not currently used.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the 'Curriculum guidance for the foundation stage', which is reflected in the planning that covers all of the six areas of learning. However, staff miss opportunities to extend children's learning through spontaneous events and activities that occur throughout the day, which limits the challenges they present for the children. Continuous provision is used with the planned focus activity identifying the learning outcomes for children. The planning is evaluated to enable staff to review their practice and teaching methods effectively. Children's assessment records are used to inform planning as they reflect what children can do. However, planning is not differentiated for the differing needs and abilities of the children.

Children make sound progress in all areas of their development. Children are interested in the activities and they enter the playroom happily and enjoy playing with their friends. They show good initiative as they handle developmentally appropriate tasks, such as tidying activities away, taking care of their personal hygiene and giving out the knives and forks at lunch time. They are beginning to show care and concern for others, for example, a child asks another child, who is sitting very quiet, 'What's the matter with you, you want some dinner?'

Children have confidence to speak to others about their interests and seek help as needed. They talk about their family and friends and past experiences as they play. They also have the confidence to ask questions, such as 'What is your name?' and 'What are you doing?' Children are developing literacy skills as they enjoy books and handle them appropriately. However, staff do not talk with the children about distinguishing sounds of letters of the alphabet during everyday activities. Children are beginning to recognise their own names as they self register at the start of the sessions and some more able children are beginning to write recognisable letters of their own names. They make their own books and ascribe meaning to the marks that they make on paper. However, children do not always have opportunities mark to make as a means of communicating and recording within the role play area.

Children count well and more able children can recognise numbers as they play with the elephants on the number line. They also relate these to their ages saying, 'I am this number' as they point to the number three and state that they will be four next birthday. Some children sequence numbers well and can also represent number using their fingers. Children talk about shapes in everyday objects as they recognise that the top of the beaker is round. However, they have little opportunity to use simple calculation skills during everyday activities. For example, finding out how many children are present, therefore how many places need setting at mealtimes?

Children examine objects and living things to find out more about them. They delight in finding mini beasts in the soil and examine slugs. They enjoy planting seeds and taking care of them. As part of an activity children have looked at electrical equipment, such as a toaster to see how it works. Children have access to a computer to enable them to learn about information and communication technology, however, it is currently not working. Children are skilful at designing and creating. They make parachutes and aeroplanes of their own design from paper and sticky tape. Staff then encourage them to take photographs of their creations for their development files.

Children have lots of opportunities to be creative. They talk about the colours that they see and make constructions, collages and drawings using a variety of materials. Children enjoy singing songs, dancing and playing musical instruments to express themselves. They use tools well to enable them to create, such as paintbrushes, pencils and crayons, and scissors which develops their small muscle skills. They also enjoy peeling potatoes and cutting up cabbage and other vegetables that they use in the home corner. Children use their imaginations well as they play in the cave that they have made and they role play based on first hand experiences as they pretend to make the dinner.

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

The provision is good.

The partnership between parents, carers and the setting is good. Children benefit from being cared for according to parent's wishes, which promotes continuity of care and their well-being. There are effective systems in place to ensure information is shared on a regular basis about children's progress and daily activities, for example, through chats with staff, access to the child's key person, and children's assessment records. Parents are also given options of how they wish to be contacted, for example, through text messages, emails or phone calls. A regular newsletter is issued to inform parents of any changes and future events. Notice boards also contain useful information. Policies and procedures are available to parents about the setting and the aims of the Foundation Stage are displayed in the preschool room. The setting is currently in the process of updating their parent's information brochure and details of the Foundation Stage are to be included. Parent's of children entering the preschool room are

given an induction on the Foundation Stage to ensure that parents and staff work together to enhance the child's development. Parents are encouraged to extend learning at home through information placed on the walls in the playroom, however, it is not clearly highlighted. Parents' evenings are held annually for parents to speak to their child's key person about their child's progress. This promotes the two way process in enhancing children's development.

Children are generally well-behaved, they respond positively to staff who remind them about expectations for their behaviour and ask them to be careful and considerate of others. For example, they ask children not to hit others and support children to share and take turns by helping them to see the needs of others. The older children are aware of the routine and know what is expected of them. They are actively involved in helping to tidy up toys after they have finished playing with them and sit as a group when requested, such as at story times. Staff's approach to behaviour management fosters children's confidence and self-esteem as they consistently praise children and acknowledge their efforts. Children's spiritual, moral, social and cultural development is fostered.

Children are beginning to learn about people's differences and similarities and respect for other cultures and beliefs. They take part in activities, which celebrate different cultural and religious festivals throughout the year. Children in the preschool room access a good range of toys and books that show positive images of people from different ethnic origins and with disabilities. There are also posters and writing in different languages on the walls around the playroom. As a result children develop knowledge of the wider world. Staff understand policies and procedures, which promote anti-discriminatory practice. Staff support children who have English as an additional language and use lots of visual images to help develop their understanding. They work well with children with learning difficulties and individual educational plans are devised to support children.

## **Organisation**

The organisation is good.

Space is organised well to support play and learning opportunities for children. All staff working in the setting have been vetted and there are clear staff recruitment procedures in place to protect children. All staff receive a good induction into the setting and they are fully informed of the policies and procedures. Adult to child ratios are effectively maintained and there is a very good key person system in use to enhance the care offered to the children. All the required documentation is in place to securely underpin the setting and confidential information is stored securely.

Leadership and management within the setting is satisfactory. All of the staff have early years qualifications with many working towards foundation degrees. Staff are encouraged to attend training courses throughout the year to enable them to promote the care, education and well-being of the children. Management reflect effectively on the provision and are aware of the setting's strengths and aspects they wish to improve through the business plan. Staff are aware of their roles and responsibilities and they are supportive as a team. Monitoring and evaluation systems in place are suitable and include the staff's evaluation of the activities, the manager's review and self-assessment of the provision. However, monitoring of nursery education is not rigorous enough to ensure that children are challenged well throughout the day. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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 satisfactory.

### **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):

- improve hygiene procedures by ensuring that children can access the toilets, potty training takes place in the bathroom and that children have access to soap throughout the day
- ensure that all fire drills are recorded
- ensure that activities for school age children are suitable for their individual needs and interests.

#### **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):

- further develop staff's understanding of the 'Curriculum guidance for the foundation stage' to enable them to present challenges for the children in all activities, including those that occur spontaneously
- provide opportunities for children to use simple calculation skills and practice the sounds of letters of the alphabet during everyday activities
- provide more opportunities for children to access writing materials in the play areas to enable them to use mark making as a means of recording and communicating information.

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)