

Fun Frogs Day Nursery

Inspection report for early years provision

Unique Reference Number	EY360904
Inspection date	30 July 2008
Inspector	Janice Shaw
Setting Address	Lacey Green Primary School, Barlow Road, Wilmslow, Cheshire, SK9 4DP
Telephone number	01625 441 798 or 0777 332 1064
E-mail	
Registered person	Fun Frogs Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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?

Fun Frogs Day Nursery has been registered since 2007. The nursery is based at Lacey Green Primary School in the Wilmslow district of Cheshire. The group provides full day care for up to 40 children aged between birth and eight years. There are currently 68 children on roll, of whom, 13 receive nursery funding and 34 attend after school or in the holidays.

The nursery is open every weekday throughout the year from 07.45 to 18.00. The group has two playrooms, a kitchen and toilet facilities. There is an enclosed outdoor play area for physical play activities. Children's rooms are divided into different age groups and types of play and activity areas. They are able to support children who speak English as an additional language and children who have learning difficulties and disabilities.

The group is privately owned. The registered person is responsible for the day to day operation and management of the setting. There are 10 staff, of whom, more than half have a child care qualification. Support is received from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children lead healthy and active lifestyles at the nursery. They become aware of their own health and hygiene needs as they become independent in dressing, managing the toilet and blowing their noses. They understand the importance of hand-washing as this is reinforced carefully by staff and illustrated posters in the bathrooms act as useful reminders to children to wash their hands. However, children may be at risk of cross infection when having their nappies changed as staff omit to include washing children's hands as part of the process.

Healthy and nutritious meals are freshly prepared within the nursery. Children have good appetites and enjoy the variety of balanced meals and snacks served for them. Fresh drinking water is freely available throughout the day to ensure that children remain hydrated. There are very good arrangements for children to access snacks at a time of their own choosing. This fosters their independence well. Meal times are relaxed social occasions where staff and children sit together and enjoy the food. Children enjoy the raisins and cheese straws at snack time and pasta bolognaise, melon and yoghurt at lunchtime. They are very involved at mealtimes as they set the tables and take turns to serve the food. Their individual dietary needs are respected and systems are in place to ensure that they do not eat foods to which they may be allergic.

A wide range of climbing and balancing equipment in the school playground is available for use by the children. This helps to develop strength, coordination and control over their movements. Their fine motor control is enhanced when they use small equipment, pinch and roll the clay and manipulate cutlery. Appropriate action is taken in the event of accidents as there is sufficient staff on duty with up-to-date first aid training.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, warm and welcoming environment. Each playroom has a door to the outdoor play area which allows children to access fresh air easily, weather permitting. They move around their nursery rooms with ease and they have sufficient space and equipment to enable them to play both independently and in small groups with their friends. A broad range of equipment and resources are available for children to use, all of which are age appropriate and safe. All equipment is maintained to a high standard and organised in such a way that children can freely access it, this contributes to children's growing independence.

A strong emphasis is placed on safety and risk assessments are carried out on a regular basis. Secure steps are taken to ensure children's safety on arrival and departure by the effective procedures in place for signing children in and out of the premises. Children become aware of keeping safe when playing as they are reminded that they must hold on with two hands when on the climbing apparatus and to take special care when using scissors. Children are further protected as all staff have secure knowledge of the child protection procedures. Relevant information and contact numbers are kept on file.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in an interesting range of appropriate activities and experiences that promote their learning and enjoyment. The 'Birth to three matters' framework is carefully incorporated into the planning for younger children and take account of children's starting points and their progress is carefully monitored. Children show curiosity as they confidently explore their surroundings and are keen to participate in all that is going on as they explore the properties of clay and make animal faces and models with art materials. However, there is an overuse of pre-printed worksheets with the younger children.

School aged children who attend during the holidays particularly enjoy participating in the wide range of art work available and spend considerable lengths of time completing their work to their satisfaction. All children communicate very well with staff and develop warm relationships with them. They talk freely and comfortably about what they are doing, such as explaining how they are making a jungle freeze over the summer and keenly show the snakes and animal faces they have made. Children enjoy good humour and respond excitedly to new experiences, such as playing with a parachute on a very windy day and creating paper sculptures with cardboard and glue.

Toddlers' independence skills are fostered well as they make good attempts to put a helmet on and to tidy up and set up the tables for play. Staff skilfully allow children to make choices in their play, and then follow the child's interest to support their learning. For example, when an older child suggests putting food colouring in the puddles to do marble paintings, staff provide the materials and time to do this. All children then have great fun experimenting with the colours and patterns in the puddles. Despite the wide age range of children in the 'toad room' all children play amicably alongside each other. Younger children copy the older children, who in turn are kind and considerate to the younger children.

Nursery Education

The quality of teaching and learning is good. Teaching staff have a good knowledge and understanding of the Foundation Stage curriculum to ensure that planning is effective, takes account of children's interests and provides many exciting play opportunities. Staff use a range of useful strategies to involve and challenge all children that include careful questioning and the use of props to capture children's interest and attention. Children are motivated by the staff's enthusiasm. Observations are completed and are used to identify next steps in children's development. Whilst staff use this information well to inform future planning, it is not always securely linked to the stepping stones. Activities are regularly evaluated to show how they can be adapted or extended in the future. The very good organisation of resources ensures children have access to the full curriculum.

Children are making good progress in all the areas of learning. They are purposefully busy and engaged throughout the day. They show enthusiasm and positive attitudes to learning as they sit well at circle time to listen to stories and take part in discussions or activities. They concentrate well and show growing independence as they select their resources and make decisions about what to do. Children communicate and express themselves with confidence. They participate eagerly in conversations, rhymes and songs, which gives a firm foundation for their early reading skills. Children explore with a range of mark-making and early writing materials, including using chalk, paint and practising writing their names. However, they have

less opportunity to experiment with writing in their role play and to explore writing for different purposes as resources are not readily provided for them to do this.

Mathematical concepts are introduced as part of every day activities as children engage in fun activities that focus on shape, number and patterns. They learn to count out two eyes for the animal faces whilst another child counts out three pieces of paper for her mask. Staff also incorporate learning into children's play and routines, such as counting out cutlery and reinforcing the concept of 'full and empty' during meal times. Children have a good understanding of the passage of time as they discuss recent events in their lives and going to school in September. They enjoy using a range of different creative media to express their ideas in art, music and drama. They take part in music sessions, sing, play instruments and act out familiar fairy stories.

Helping children make a positive contribution

The provision is good.

Children develop an awareness of their own customs and those of others by taking part in well-planned activities that reflect diversity, such as Easter and Chinese New Year. All children receive equal chances to take part in activities as staff skilfully involve those that are more reserved. Their individual needs and family backgrounds are respected, with all children being warmly welcomed and fully included in the life of the setting. Children's contributions are valued and self-esteem promoted as their work is proudly displayed all around them. Any child with any particular learning difficulties or disabilities receives appropriate support as the nursery ensures staff are appropriately trained and systems are in place to work with parents and other professionals as required.

Behaviour throughout the nursery is very good. Expectations are high and staff manage children's behaviour appropriately to their stage of development, with firm foundations for positive behaviour being established from the moment children start. Children play in a calm and relaxed atmosphere, responding very well to instructions. They show consideration for others as they work enthusiastically together to tidy up the toys and hand out plates and cups at meal times. They take responsibility for their environment as they sweep up sand and wipe tables. Even the very youngest children show an awareness of responsible behaviour as they attempt to hang aprons up after use and pick up books that have been left on the floor to give to staff. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Information for parents about the nursery is provided via notice boards and starter packs, which means that parents are fully informed about the curriculum their children follow. Staff are always available to speak to parents at either end of the day.

Organisation

The organisation is good.

Children benefit from consistent and caring staff, which enables them to settle quickly and make positive relationships with their carers. The nursery has a sound recruitment and vetting procedure that ensures staff are vetted and have suitable experience and qualifications. They receive good support from the proprietor and training needs are identified in order for them to develop further.

The nursery effectively deploys staff so that children receive good levels of care and attention. The staff confidently interact with the children, responding well to them and listening to their ideas. Organisation of space and resources ensures children have access to appealing play areas that provide a range of exciting learning opportunities. The nursery has developed a comprehensive range of policies and procedures, which are fully understood by staff and successfully put into practice. Parents receive regular verbal updates about their children's achievements and progress, and day-to-day record keeping is well-maintained and shared with parents.

The leadership and management of the nursery education is good. The proprietor and her team are keen to maintain and develop the level of children's achievement by placing strong emphasis on the curriculum. The manager has a very hands-on approach to providing help and support throughout the nursery. The monitoring and evaluation of the nursery's practice is effective. There is a positive approach to staff's continuing development and the proprietor has a staff appraisal system in place. The input of the local authority development worker to evaluate their provision is welcomed. Overall, the provision meets the needs of the range of 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.

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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 that all children are involved in hand washing procedures when visiting the bathroom
- review the use of pre-printed work sheets.

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):

- ensure that children's progress is securely linked to the stepping stones and the next steps for learning clearly identified
- ensure that children have access to mark making materials and a variety of print with which to support imaginary play.

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