

Flippers Nursery

Inspection report for early years provision

Unique reference number	EY376912
Inspection date	25/11/2008
Inspector	Dinah Round

Setting address	Parkstone United Reformed Church, The Dickenson Hall, Commercial Road, POOLE, Dorset, BH14 0JW
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Flippers Day Nursery is a workplace nursery run by the Borough of Poole that opened in 1995 and moved to its current premises in 2008. It operates from several rooms in Parkstone United Reform Church, near to Poole town centre, in Dorset. All children share access to a secure enclosed outdoor play area. A maximum of 40 children aged under five years may attend the nursery at any one time.

The nursery is open each weekday from 08.00 to 18.00 Monday to Thursday and from 08.00 to 17.30 on Friday, for 51 weeks of the year. Children mainly come from the local area as their parents all work for the Borough of Poole. There are currently 40 children attending who are within the Early Years Foundation Stage (EYFS). The nursery receives government funding for nursery education. The nursery supports children with learning difficulties and disabilities, and welcomes children who have English as an additional language.

The nursery employs 12 members of staff, including the manager. Of these, nine hold appropriate early years qualifications and three staff are working towards a further qualification. The nursery is registered on the Early Years Register. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Children are happy, settled and well cared for by a dedicated team of staff who have a good understanding of children's individual needs, and ensure the provision is inclusive. Strong leadership and good organisation contributes to ensuring that children enjoy their time in the nursery, and children are progressing well in their learning and development. Children's welfare is supported well, staff teach children about keeping safe and healthy living. There is some monitoring of the provision, but systems to effectively evaluate and identify areas for improvement in the care and learning for children are not yet fully in place.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the systems to monitor and evaluate the provision, to further enhance children's learning and development, and focus on promoting more child-initiated learning
- continue to develop partnerships with parents, so parents are fully informed about their child's progress and development

The leadership and management of the early years provision

Comprehensive recruitment and vetting arrangements are in place to check staff suitability and ensure they have appropriate qualifications to promote children's health and safety. The policies and procedures in place, staff inductions, and ongoing training means that staff are clear of their roles and responsibilities. Children are safeguarded as staff have a good awareness of child protection issues. Ongoing risk assessments are carried out to ensure any potential risks to children are effectively minimised. For example, during a recent change of rooms for babies, staff carried out a thorough assessment to make sure it was safe and suitable, and organised the environment so babies can play safely. High ratios of staff and good deployment ensures that children are well supervised and supported. The manager provides effective leadership, linking closely with the committed team of staff to communicate ideas and promote children's welfare and development. The systems in place for self-evaluation and monitoring are not yet fully developed to identify areas for improvement.

The well-organised environment successfully promotes children's independent learning. For example, older children are supervised as they make their own snacks, and easily accessible age appropriate resources ensure all children can freely make choices about their play. The key person systems work well; staff know children's particular needs and interests which makes children feel comfortable, settled and secure.

Good partnerships are established with parents and carers which helps to ensure that children are cared for according to their individual needs. Individual communication books are used for all children, promoting a consistent exchange of information between parents and key staff about children's care and well-being. However, systems to keep parents informed about their child's progress and development are very informal. Parents are provided with useful information about the setting through the nursery booklet, regular newsletters and access to their website. Successful partnerships have been established with other early years providers and agencies to provide continuity of individual children's care and learning.

The quality and standards of the early years provision

Children are confident, happy and have good relationships with staff. They feel at home within the nursery and are beginning to build awareness of their local communities through regular outings and planned activities. For example, children enjoy regular visits to Poole park and trips to the local shops. Staff have a good understanding of how children learn and progress, which helps them plan and provide a broad range of fun and stimulating activities. This includes effective use of both indoor and outdoor areas, and incorporates weekly cooking and physical activities. Comprehensive observational assessments are in place to effectively monitor children's ongoing progress and development. However, systems to fully support child-initiated learning and further children's experiences are not being maximised. Children's individual work is valued and displayed for parents to see

which helps children develop a sense of belonging. Children are well behaved and co-operative, they happily find a job to do helping each other during tidy up time.

Children are independent learners as they engage in a balance of free-play and structured activities from a young age. All children are developing a love of books as they choose a book individually or enjoy listening to the group story. Children's language is promoted well, sensitive interaction by staff and regular singing encourages the babies' developing sounds, and staff's skilful open questioning develops the older children's thinking and problem solving. For example, children are encouraged to think what they need to make their kites and how to make them fly. Number and counting are used throughout the nursery, with older children engaging in simple and fun activities as they work out how many more bean bags they need to put on the parachute to make five. Children use their imagination well, they have fun pretending to move like animals, crouching and jumping like a frog, growling like a tiger or moving their arms up and down like butterflies.

Children's welfare is promoted effectively through the provision of a safe and secure environment. Children and staff are involved in regular emergency evacuation practices to ensure they are all familiar with the procedure. Children have very good opportunities to learn about keeping healthy through the activities and routines followed. For example, older children thoroughly enjoy the weekly P.E. session and younger children have fun as they explore the soft play equipment, learning to climb and balance as they develop their mobility skills. Children have daily access to the outdoor play environment, parents provide Wellingtons boots and waterproofs for use in winter months which enables children to have fresh air and exercise all year round. Healthy eating is promoted and children benefit from the provision of a nutritious hot cooked meal at lunchtime, which includes vegetarian choices.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made that required the provider or Ofsted take any action.

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.