

Ferndene Nursery

Inspection report for early years provision

Unique reference number 508025
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Inspector Pauline Pinnegar

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Ferndene Nursery opened in 1987 and is a private limited Childcare company. It operates from seven activity rooms within a large house, purpose built baby unit, and a converted coaching house. There is access to a secure outdoor play area. The nursery is situated within the west end area of Darlington. It serves the local and surrounding areas. The nursery is open each week day from 08.00 to 17.30, Monday to Friday for 51 weeks of the year. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery is registered to provide full day care for 78 children. There are currently 165 children aged from six months to 10 years old on roll. This includes a number of children who attend the out of school provision. There are 40 children who receive funding for nursery education. Children attend for a variety of sessions. The setting also supports children who speak English as an additional language.

There are 23 members of staff working with the children and 21 have an appropriate qualification. There are two members of staff working towards a recognised childcare qualification and two members of staff are working towards further qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The detailed knowledge of every child's individual needs and background ensures that all aspects of children's welfare and learning are fostered. Parent partnerships are used to good effect to promote diversity and an understanding of aspects of different cultures and customs. Staff are very motivated and are encouraged to use their ideas and the knowledge they have of individual children to contribute to the planning, whilst recognising this continues to be an area for development. The capacity for continuous improvement of the provision is good. Management and staff team continually strive to improve the overall provision. They are realistic in their aims, taking into consideration plans to develop the access to the outdoor area and links with other providers so that children's care, welfare, learning, and development is well met.

What steps need to be taken to improve provision further?

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

- further develop documentation to support planning and assessment so that it clearly tracks children's progress and the next stages of their development
- update policies and procedures in line with Early Years Foundation Stage particularly the safeguarding and complaints policies
- further develop partnerships with other settings to ensure practitioners regularly share children's developmental learning records and any other

relevant information

The leadership and management of the early years provision

The nursery provides a stimulating and vibrant learning environment. Bright rooms filled with good displays convey the achievements of the children and the high expectations of staff. The children are excited to come to nursery and love to learn new things. This is because relationships between staff, children and parents are effective and because a well-planned, stimulating curriculum, indoors and outdoors, supports their learning very well. The staff team work well together and share their knowledge and ideas. Effective improvements continue to be identified and targeted through the process of self-evaluation and involve all staff members. For example, the current priority is to enable children to move more freely between indoors and outdoors and to focus planning on promoting children's language development. The nursery has taken positive action to address recommendations made at the last inspection which has helped to further promote children's welfare, safety, learning and development.

Documentation which is required for the safe and efficient management of the setting is very well organised and used effectively to promote all aspects of children's health and safety. Comprehensive written risk assessments reflect the requirements of new legislation and contribute to keeping children safe. The recruitment system and induction procedures are robust and staff are well supported in their training and development through regular reviews. Children are safeguarded as all staff are knowledgeable regarding child protection. Policies and procedures, however, have not been reviewed sufficiently since the implementation of the Early Years Foundation Stage (EYFS) particularly in relation to the safeguarding and complaints procedures.

Staff work extremely well with parents and other carers to ensure that all children's needs are met. Information is shared effectively with parents, for example, through the many themed notice boards, newsletters and discussion with staff. Children's individual family photographs are accessibly displayed. Parents of children under two years also receive detailed daily diaries documenting their child's day. Parents are also involved through social events, such as a recent Christmas craft evening and Christmas concerts. They are consulted about their views and report positively about the 'very caring staff'.

The quality and standards of the early years provision

Children relate very well to each other, to the staff and enjoy attending. They make good progress in their development and learning as they take part in an interesting programme of activities to suit all ages and capabilities. Staff have a good understanding of planning for the EYFS, which is very much child-initiated. However, written planning and assessment records do not clearly track children's progress and the next stages of their development. Staff gather information by talking to parents and completing detailed documentation about individual children, their interests and what they can do. They use this to help settle children

in, achieve smooth transitions as children progress through the nursery. However, they are less well informed about the experiences of children who attend other settings delivering the Early Years Foundation Stage. Babies and toddlers develop a strong sense of security through close and caring contact with key adults who spend time with them and their families and whom they get to know really well. The all-round development of the youngest children is successfully promoted by activities specially planned or adapted to their needs. Resources and activities promote diversity and include elements of additional languages, such as Spanish and Arabic are used to demonstrate that they are valued and to support language development. Parents are also involved in discussions with children about different cultural costumes, customs and food.

Younger children delight in exploring a range of media, such as shredded paper, 'gloop', bottles with coloured water and sequins. Children also access a range of 'treasure baskets' and dedicated sensory areas within activity rooms. All children share books and stories and are supported in their learning through effective adult intervention. A particular favourite is 'The tiger who came to tea' which children love to read following a recent trip to the theatre. Children are keen to express their ideas through discussion, drawing, painting and music. A particular favourite throughout the nursery is role play. Children initiate what they would like the area to be, for example, a 'post office' where they enjoy putting letters in the post box. Staff plan to extend this activity by taking children on a visit to the local post office. Children's personal development and well-being is good because adults provide warm physical and emotional care so that children feel very safe and thrive. They behave very well and work and play in harmony with no squabbling. Children work very well with adults and independently. They love being outside and confidently learn to take risks in a safe, supervised environment. The well resourced outdoor play area promotes children's physical development. They are learning how to keep themselves safe as they remind each other not to run outdoors as the surface is slippery due to the icy weather. They explore the outdoor environment enthusiastically observing the growth of the bulbs they have planted. Children also explore melting and freezing concepts as they make ice cubes. Early problem solving skills are effectively promoted throughout the nursery. Pre-school children develop concepts of simple calculation using the 'party bag' game.

Children learn about healthy eating through the harvest festival topic. This activity was extended within the local community as they took baskets of food to local homes for the elderly. Children share in discussions about the benefits of a variety of foods. Their independence is valued as they set out tables at meal and snack times, serve themselves and help to clear away. Procedures to prevent cross-infection are good and children begin to learn about how to manage their own health and hygiene.

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? | 2 |
| 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

There have been no complaints made to Ofsted since the last inspection.

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.