

Fernhurst Court Children's Nursery

Inspection report for early years provision

Unique reference number	EY367136
Inspection date	12/12/2008
Inspector	Margaret Baines
Setting address	Fernhurst Court Childrens Nursery, Jack Walker Way, BLACKBURN, BB2 4JJ
Telephone number	01254 693444
Email	fernhurstcourt@hotmail.com
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

Fernhurst Court Nursery was registered in 2004 and re-registered in 2007 under Les Enfants (Ivy St) Limited. The nursery operates from a converted detached building in Blackburn, Lancashire. A maximum of 80 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 07.45 to 17.45. There are currently 76 children on roll, of these, 34 children receive funding for nursery education. The nursery supports children with learning difficulties and those children who may have English as an additional language. The nursery employs 15 staff, of which 14, including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The uniqueness of each child is valued and understood by practitioners. The setting works to provide an inclusive and stimulating environment where children learn and develop through play.

The environment supports children as they make good progress in their learning and development. Children's welfare is given high priority in the setting. Self-evaluation is developing, although the self-evaluation form is yet to be completed.

What steps need to be taken to improve provision further?

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

- develop opportunities for younger children to experience self discovery through access to a range of natural resources.
- develop systems for self assessment to identify areas for improvement.

The leadership and management of the early years provision

Staff are well supported by a management team who has a secure understanding of the Early Years Foundation Stage. The manager is aware of her responsibilities within the setting. There is in place a rigorous recruitment system which includes an induction process for new members of staff. The staff team is committed to further professional development, for example, three members of the team including the manager have achieved the foundation degree. Staff appraisals are in place which clearly identify training needs and areas of proffered development. Information from training plus staff meetings are used to share new information with the staff group.

Staff meetings and questionnaires completed by parents and staff form the basis of the self-evaluation process; therefore, areas for development are identified and an action plan formed. The commitment of the team for improvement has led to

the development of an environment in which the uniqueness of individual children is valued and supported by motivated and enthusiastic staff. The setting values the contributions of parents and other professionals working with the children and incorporates strategies where necessary, for example, assistance from the area SENCO.

As a consequence, children's needs are well understood and can be addressed appropriately.

Parents receive good information about the educational programme and their child's achievements. Parent evenings are held where children's work is shared with parents and they are encouraged to ask questions about their children's progress. Systems for receiving information about the child's learning at home are developing. Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. Risk assessments are in place for the premises and for outings, ensuring children's safety when attending the nursery. Children are learning how to keep themselves safe because staff remind them, for example, to pick up toys, to walk and not to run. Policy documents are currently being updated in the light of changes to regulations. Staff undergo full clearances prior to employment to ensure their suitability to work with children. Consequently, children's welfare is a high priority.

The quality and standards of the early years provision

The nursery provides children with a good standard of care and education because practitioners have a good understanding of the Early Years Foundation Stage which is reflected in the practice. Children are provided with a very good range of interesting and stimulating activities to help them make progress across all areas of learning. Children enjoy a good variety of resources, which are stored at a low level to enable them to initiate their own ideas and make independent choices.

The manager and her staff dedicate their time to working with and interacting with the children in a most positive way. The key worker system is effective ensuring children develop warm and positive relationships with staff. The staff are committed to getting to know the children well to ensure that they can meet individual needs as they progress the children along their learning journey towards the early learning goals. Staff gather information from parents about children's likes and dislikes and any dietary or medical requirements to ensure that the setting is equipped to meet the children's individual needs effectively. Staff recognise that children are all unique; observations of children at play are regularly carried out to monitor the achievements of each child and used to plan the next steps in their learning.

Children enjoy play in the outdoors and, when the weather permits, they have the luxury of an indoor area for physical play also. Therefore, children enjoy daily physical activity to enhance their development. All children are engaged in meaningful activities throughout the six areas of learning. For example, they enjoy painting, drawing, model-making, and role play. Children are curious, confident, and eager to learn as they use the construction toys to design and build. They enjoy a variety of sensory experiences, although at present there are few

resources made from natural materials to promote self-discovery for the very young children. Staff skilfully extend children's problem-solving and reasoning through everyday activities and using games and skilful questioning. For example, children count the number of cars, they decide how many plates and cups are needed for snack, and they count the bricks. Children are beginning to learn that print carries meaning and are developing a love of books as they handle them carefully and enjoy listening to stories. They have opportunities to learn about the wider world, explore and investigate their natural environment. They enjoy going on walks to the park where they may collect items to use in their artwork. They access toys which promote the use of everyday technology, for example, programmable toys. Consequently, children have opportunities to learn through technology. Children also enjoy music and movement; they have access to musical instruments and enjoy creating music.

Children learn about healthy eating as they enjoy a range of fruit and vegetables for meals and snack. They particularly enjoy baking, learning about changes and weighing ingredients. Children learn good hygiene practices; they wash their hands after using the toilet and before eating. Children learn about keeping themselves safe; for example, they know they must not climb on furniture or run indoors as they may fall or trip. They learn from an early age to value diversity in others and grow up making a positive contribution to society and being kind to one another. The setting effectively supports children to develop skills in numeracy, literacy, and information technology, which contributes positively to their future economic well-being.

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.	3

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 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

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 requirements of the Early Years Register.

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.