

Forest First Children's Centre

Inspection report for early years provision

Unique reference number EY270103
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Inspector Susan Mann

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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

Forest First Children's Centre is managed by Totton College. The centre offers a wide range of services, including training opportunities, health visitor and midwife sessions, a club for fathers, and regular parent forum meetings. The nursery opened in 2004 and operates from three rooms in the Sure Start centre in the village of Blackfield near Fawley. The centre is accessible with a ramp access. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00. All children share access to a secure enclosed outdoor play area.

The nursery is registered to care for a maximum of 30 children aged from birth to under five years in the early years age group. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 33 children aged from three months to under five years on roll. Of these, 13 children receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities. The nursery serves children from the local area and also provides short term care for children whose parents are attending courses at the centre in which it is housed.

The nursery employs seven staff. All hold an appropriate early years qualification and the nursery manager holds Early Years Professional Status. The nursery receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

The nursery takes effective steps to promote children's welfare, learning and development. The nursery puts a high emphasis on inclusive practice and staff liaise frequently with a wide range of external agencies to foster the welfare and progress of each child. The strong management structure of the nursery promotes continuous evaluation and development in all areas of the provision and recommendations from the previous inspection have been fully implemented. Children enjoy a good level of support from trained and enthusiastic staff, although children are not always fully challenged to extend their learning. Older children may choose to play outdoors throughout the day but younger children have limited access to the outside area. Parents are not asked to provide their written consent at the time of admission to the seeking of medical advice or treatment in the case of an emergency. This could delay a sick or injured child receiving the appropriate care and is a breach of the welfare requirements.

What steps need to be taken to improve provision further?

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

- provide challenging experiences in order to extend children's learning and development
- provide frequent opportunities for younger children to play outdoors.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment.

30/09/2008

The leadership and management of the early years provision

The outcomes for children are good because the manager and staff of the nursery work in partnership with the management of the children's centre to develop good practice. The system for self evaluation is successful because all staff are involved in the process. This ensures that areas for development are accurately identified and ideas are implemented. A series of comprehensive action plans supports this process to ensure that it is fully monitored. Recently, the nursery has reorganised the space used by the children to create an enabling learning environment.

Policies and procedures are in the process of being reviewed. There are a number of well-written policies that form a good framework of the provision. Staff implement these effectively and consistently to keep children safe and healthy. Children benefit from nutritious snacks and individual dietary needs are fully met. Most required documentation is in place. Attendance registers accurately show when children and adults are present and premises are checked to ensure they are safe. Recruitment and employment procedures are robust to ensure that all adults who work with the children are suitable and knowledgeable.

The nursery places a strong emphasis on working closely with parents and carers. Parents are fully involved with their child's learning. Staff share children's development folders and observations with them on a regular basis so that parents are aware of their progress. Staff also provide ideas of how children's learning can be encouraged at home. A monthly newsletter provides parents with a wealth of information about nursery life, and also about more general issues such as healthy eating issues and ideas. Parents are actively encouraged to share their views and ideas about the provision through the parent's forum, the suggestion box, and talking with staff. The nursery is a part of the children's centre and as such liaises frequently with the services on offer, such as the oral health visitor. In order to provide a good level of support, the nursery also builds effective partnership with professionals from other agencies such as local authority advisors, portage, and the educational psychologist.

Children's welfare is safeguarded well because the nursery has clear procedures to follow should there be concerns about a child's well-being. These are monitored effectively by the manager. There are efficient recording and reporting procedures to follow, which are underpinned by a robust statement on child protection.

The quality and standards of the early years provision

Children of all ages are enthusiastic to investigate and learn as they enjoy a wide range of activities. They are learning to think critically and become active learners. For example, a group of children have great fun digging soil and pouring water onto it. They become engrossed in the activity, talking about what will happen when they add more and more water. Curriculum planning follows children's interests and ideas so that they are motivated to learn.

Children's development is assessed through an effective observation and recording system. This allows key persons to gain a clear picture of progress, so children's next steps of learning can be planned. This means that each child is able to progress at their own pace towards the Early Learning Goals. All children benefit from playing outdoors in a safe and secure area that is well resourced. However, the younger children who are aged under three years have limited access to this area. This means they do not enjoy the physical benefits of choosing to play in the fresh air whenever they wish. Older children aged three years and over enjoy free flow, and are able to play indoors or outdoors as they choose.

Staff interact well with the children. They take time to get to know them well, and demonstrate friendly and caring relationships. Children and their families benefit from a well planned settling in process when staff are able to observe the child and learn about their individual needs and development from their parent. This means that staff are able to support children's learning well. Staff are attentive to children when they are playing, and they engage with them to help them learn. However, sometimes staff do not take opportunities to extend children's learning because they do not always provide sufficient challenge or information for them.

Children demonstrate a good understanding of how to promote their own welfare. They learn about healthy eating through having nutritious snacks, and they demonstrate good hygiene procedures by washing their hands as needed. Children are safe and secure. The nursery has an effective system of security to prevent children leaving the premises unaccompanied. Children are learning how to manage their own safety. They wear cycle helmets when using the bicycles outside, and staff remind them how to use scissors safely. Children enjoy one another's company. Older children work collaboratively together on tasks. They share resources and are helpful to one another. Children are given many opportunities to develop their independence. They select activities and resources easily because these are presented in low level storage. This helps children become confident and self assured.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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.