

Fairthorne Manor Day Nursery & Holiday Playscheme

Inspection report for early years provision

Unique reference number 110056
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Inspector Coral Hales

Setting address Curdridge, Southampton, Hampshire, SO30 2GH

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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

Fairthorne Manor provides several childcare facilities. The nursery operates from the Manor house and the holiday club operates from the grounds on the estate and the sports hall. Children have access to several rooms throughout the nursery, with an enclosed garden available and the premises are generally accessible to all.

The nursery is registered for a maximum of 89 children at any one time. There are currently 137 children on roll in the Early Years Foundation Stage aged from four months to five years. Of these, 44 children are in receipt of educational funding. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions.

The setting opens each week day all year round except for Christmas. Sessions run from 08:00 to 18:00 Monday to Friday. Children are able to attend half day sessions as well as full days. The nursery employs 24 members of staff, of whom 17 hold appropriate early years qualifications and four are currently training.

The Day-camp is registered to provide care to 790 children from four years to eight years old, although children attend that are up to 16 years old. Children over seven years are able to access the residential facilities. Sessions run from 09:00 until 16:00 and care is available from 07:45 at the breakfast club and from 16:00 until 18:00.

There are appropriate procedures in place to support children with learning difficulties and/or disabilities, and the group are able to support children who speak English as an additional language.

Overall effectiveness of the early years provision

Children's learning and development are impressive in relation to their starting points and capabilities. Staff are extremely skilled at making sure that all children benefit from the exciting range of planned and spontaneous activities that take place. Children thoroughly enjoy their time in the nursery and are actively and purposefully engaged in fun and interesting tasks. Provision for their physical and emotional well-being is excellent. Children make excellent progress in their learning towards the early learning goals.

The nursery offers a fully inclusive provision where each child's individual needs are met well by caring, sensitive and supportive staff. Very effective formal systems used for self-evaluation show that the staff team are involved and all have an ambition for excellence and a clear vision for the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the observations in line with new Early Years Foundation Stage guidance
- review parental information to ensure it is current

The leadership and management of the early years provision

The staff and management provide a well organised setting that is used very effectively to fully encourage children's independence. This enables children to be active, motivated, excited and enthusiastic learners.

All staff are meaningfully involved in the self-evaluation process used to evaluate the provision for children's welfare, learning and development. Policies are designed to keep children safe and support inclusion and partnership working. These are very effectively implemented by staff and all documentation is maintained to a high standard. Clear and rigorous procedures are in place for the recruitment and vetting of new staff and this ensures that all adults working with children are suitable to do so. Staff are extremely well supported and monitored and work together really well as a team to promote children's care and learning.

Very effective and detailed risk assessments are in place for the premises and for any activities that are planned to take place within the grounds and these ensure the safety of the children. The staff are vigilant about children's safety throughout the day and this enables children to play safely whilst being well supervised and supported.

Arrangements for safeguarding children are robust, regularly reviewed and known to all staff, in-house and external training ensures that staff are knowledgeable and have a very clear understanding of the correct procedures to follow if they have any concerns.

Excellent links have been established with parents and regular exchanges of information take place and this ensures that staff are able to take account of children's learning at home. Effective settling in procedures and home visits help the children to adjust to their new surroundings. The staff have established some good links with other providers and work closely with outside agencies when necessary to meet individual children's additional needs.

The quality and standards of the early years provision

Children are very happy and consistent, warm and caring interactions enable them to feel secure and to thrive in the setting and make excellent progress in their learning. Staff plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. Children with additional learning and/or development needs are identified well and provided for.

Children enjoy exploring and investigating their environment and staff are skilled at

enabling them to take some risks in a controlled situation in order to learn and observe the natural world. Children are extremely motivated and interested learners, they frequently ask questions and benefit from being involved in first hand experiences. The older children learn about the density of the ice as they collect stones and twigs for staff to throw onto the lake to see if the ice will break. They eagerly shout out 'the twigs are skating' and are fascinated to see the stones skim across the ice without breaking it. Children's mathematical skills are developing well as they discuss size and shapes of, for example, the stones they have collected.

Younger children as a group go out into the woods to find a tree to adopt and observe regularly. They are very excited as the staff put facial features on the tree they choose and the children give it a name. Their learning is fully extended as staff answer questions. They discuss with the children that they will revisit the tree regularly in the future to see what it looks like at different times throughout the year. For example, in the spring when the tree has leaves.

Young children and babies have lots of fun as they explore the extensive variety of age and stage appropriate resources and toys. They have access to continuous provision with toys and equipment well set out to interest them and this encourages them to make choices. They enjoy themselves at all times and are well supported by caring and motivated staff who plan interesting and different activities. For example, when the lights were turned out children stopped playing for a while, trying to work out what was different before resuming their play.

Children are enabled to understand rules and safety for themselves and others and for example, negotiate well when out walking and become confident in their own abilities. Staff are extremely skilled at developing children's self-esteem and independence. Children behave well considering others as well as themselves and sensitive reminders are given if issues arise.

One of the greatest strengths of the setting is the use of the large grounds and staff maximise opportunities to enable children to be outside as much as possible, providing endless opportunities for learning and enjoyment. This contributes to the excellent promotion of health. Children have opportunities to play, rest and sleep in line with their own routines and suitable toileting routines are in place. Children benefit from nutritious, home cooked, healthy meals and snacks prepared by the chef. Their learning and understanding of a healthy lifestyle prepares them excellently for future life.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.