

# Foxcubs Nursery

Inspection report for early years provision

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**Unique reference number** EY374847  
**Inspection date** 10/11/2008  
**Inspector** Diane Mary O'Neill

**Setting address** Foxdell Children's Centre, Runley Road, LUTON, LU1 1TZ

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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

Foxcubs Nursery opened in April 2008 and operates from a purpose built nursery/children's centre within the premises of Foxdell Infant School in the town of Luton, Bedfordshire. All children have access to enclosed outdoor play areas and there is disabled access. The nursery serves the local community.

The nursery is open each weekday from 07:45 to 18:00, 51 weeks of the year. There are 61 places for children in Early Years Foundation Stage and two children attend after school club provision within the compulsory child care register. The nursery is registered to provide care for children on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Child care Register. The nursery welcomes children who have learning difficulties and/or disabilities and who speak English as an additional language. The nursery is run by the Pre-School Learning Alliance.

There are nine members of staff working with the children. These include the manager who has a Level 5 in early years and six with a NVQ Level 3 and Level 2 in childcare as well as a qualified teacher.

## Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage have their individual needs generally well met by the supportive and caring staff team. Reasonably well-planned activities assist children in their learning and development. There is an effective partnership with parents, local school and other agencies which contribute to children's needs being generally well met as well as securing any additional support as required. Overall the manager and staff are committed to maintaining continuous improvement and strive to develop experiences for children.

## What steps need to be taken to improve provision further?

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

- develop further procedures to support children when using technology
- develop further the gathering of information from parents to include children's starting points to enable children's learning opportunities to be further challenged and expanded
- develop further opportunities which enable parental involvement of children's continuous learning at home
- ensure staff's vigilance in the safety and well-being of children
- develop further a system for self-evaluation and a monitoring process of the setting.

## **The leadership and management of the early years provision**

Children's overall safety is reasonably well met by the staff. However, on occasion their vigilance is weak and therefore children are potentially at risk. The nursery has developed well-written and clear policies and procedures which reflect its practices, such as in safeguarding children. Staff attend ongoing training to help keep them up to date with relevant information on the protection of children.

Parents receive a range of information from the staff both in the form of documentation and verbally. Many of the families who attend have English as their second language and staff are well equipped in supporting the families as many speak their home language. Displays of the children's work and photographs all help to give parents insight into their children's achievements. However, staff do not effectively use gathered information about the children and their starting points to help further extend and challenge their learning opportunities. Neither do they successfully extend parental involvement to help encourage children's further learning at home.

The nursery has excellent support from the school in the form of an early year's teacher as well as opportunities for the sharing of information. This includes support for the staff in their planning and observations of the children within the Early Years Foundation Stage. However, staff do not productively use the information they receive to further plan and develop learning opportunities for children. Therefore, there is the potential for children to not fully meet their learning goals.

Through staff meetings, commitment to training and support from outside agencies the nursery tries to improve and develop on what it already offers to children. However, the system of self-evaluation to monitor and assess the quality of its practice does not effectively support its practice; therefore, there is the potential for children's needs to be compromised.

## **The quality and standards of the early years provision**

Overall children's welfare requirements are generally well met. Children learn the importance of keeping themselves healthy and safe. For example, children actively take part in emergency evacuation procedures; learn about personal hygiene and diet, such as having well-balanced nutritious snacks and meals. Children's knowledge and understanding of a healthy diet is further supported through colourful posters, books and activities which look at food and how it is prepared.

Children make generally good progress in their learning, because they are reasonably well supported by staff that have some knowledge of the early learning goals. However, staff do not fully use the information gained from the registration process and observations to clearly plan and record for the next steps in their learning and development. Therefore, children's learning opportunities are not fully fulfilled.

The nursery promotes most areas of the early learning goals through a wide selection of resources. For example, children are able to recognise simple and complex shapes, such as recognising and saying the word 'hexagonal'. Although children have hands on experience of technology, the support required when using the computers is some times lacking and children get disinterested. English is not the first language for many of the children but staff confidently use dual language when speaking to them. They assist them with clearly-labelled displays of text in their home languages. Children enjoy talking to the staff and their peers, using resources for mark- making, both inside and outside. The book corner is made inviting to children and some enjoy snuggling up to staff for a story. Children confidently use the outside play space which is made exciting and easy to explore whatever the weather. For example, children happily put on wet weather gear and excitedly paint puddles with different coloured paints and watch with fascination the merging of the colours.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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 registration.

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.