

Fairview Fledglings

Inspection report for early years provision

Unique reference number EY364634
Inspection date 25/11/2008
Inspector Janette Mary White

Setting address Fairview Community Primary School, Drewery Drive,
GILLINGHAM, Kent, ME8 0NU

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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

Fairview Fledglings and Bustle out of school group opened in 2008 and operates from four rooms in a purpose-built building and within the local school. This group is privately owned. It is situated in the town of Wigmore, Gillingham, Kent. A maximum of 56 children may attend the nursery and out of school at any one time. The nursery is open each weekday from 07.30 to 18.30 for 50 weeks of the year. The out of school group is open for the same time each day, but is term time only. All children share access to a secure enclosed outdoor play area. The premises are suitable for wheelchair uses.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 45 children attending who are within the Early Years Foundation Stage (EYFS) and 15 aged over five years. Children come from a wide catchment area. The nursery and out of school currently supports a number of children who speak English as an additional language. The nursery and out of school employs 15 staff. Twelve of the staff, including the manager hold appropriate early years qualifications and three staff are working towards a qualification.

Overall effectiveness of the early years provision

Children are safe and secure at all times and learning about their local area and the world around them. Partnership with parents and the local school contributes to the children's development and learning, although observations and assessments are not yet imbedded to fully consider the further development of all children. The provider and the staff team assess their strengths and the continuing improvements for the future. They offer a welcoming and secure opportunity for children to develop and learn. Staff have a satisfactory understanding of the Early Years Foundation Stage. They provide a positive programme of activities which covers the early learning goals, although daily outdoor activities do not include all children.

What steps need to be taken to improve provision further?

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

- ensure good hygiene practices are in place in order to prevent the risk of cross infection.
- ensure children have daily access to outdoor activities.
- ensure the information gathered from observations and assessments is used to continue to develop and extend children's progress and learning.

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

- obtain prior written permission to administer medication and ensure details are recorded.

28/11/2008

- (Safeguarding and promoting children's welfare)
- ensure Ofsted is notified of any changes to the person who is managing the early years provision. (Suitable people)

24/11/2008

The leadership and management of the early years provision

Parents are given a sufficient range of written information regarding the nursery. This helps them to make an informed decision about choosing a place for their child. They are requested to complete a form giving details of their child's starting points and provide most of the required written permissions. However, staff do not always obtain prior written permission to administer medication or record the details. In addition, staff do not always practice good hygiene procedures. The provider has a secure recruitment procedure ensuring children are cared for by staff who are vetted. However, she has not notified Ofsted of changes to the management in the provision. Staff appraisals consider their knowledge and understanding and how future trainings courses support children's welfare, such as first aid training. All staff are confident and have an effective understanding of child protection. Fire drills procedures are in place however, the emergency escape plan is not sufficiently practiced to ensure all children are familiar with what they need to do in an emergency. As a result, most aspects of children's welfare, care and learning are satisfactory and some areas are good.

The provider makes sure that effective procedures are in place for the assessment of children with learning difficulties or disabilities. Staff are secure and continuing to develop their confidence as a team. They support each other to adapt activities in order to cover the six areas of learning. Staff meetings and regular appraisals ensure that they continually look at areas of the service which work well and consider possible improvements for the future. For example, establishing an appropriate system to record observations and assessments as well as considering how to plan opportunities for all the children to have access to daily outdoor activities. Parents are kept informed daily through verbal updates on their child's progress. They have opportunities to attend meetings with their child's allocated key worker and provide information relating to their individual background needs, such as religion, ethnicity and language at home.

The quality and standards of the early years provision

Children take part in a planned programme of activities which considers their individual needs and in the main is child led. Staff take note and are beginning to record observations on most children. However, their assessments are not always clearly used to continue the development or extend children's progress and learning. In addition, they do not include daily outdoor activities for the younger children. Children participate in a range of activities which contributes towards their future economic well being. For example, such as selecting books to 'read' to each other and working together to solve problems. There are examples of positive images which provide children with daily opportunities to develop a balanced view

of society, although resources reflecting some aspects of information and communication technology are limited. The environment supports children's independence allowing them to explore safely. Staff promote children's understanding of how to keep themselves safe through clear explanations and gentle reminders. As a result, all children are developing a sense of self esteem and confidence.

Children independently take themselves to the toilet and begin to understand why it is important to use soap from the dispenser to wash their hands. Older children describe how germs will make them ill. However, in the nappy changing room there is a risk of cross infection. For example, staff and children use the same towel. Younger children are developing positive relationships and seek comfort from staff who are familiar with their daily routines. Babies and younger children are offered drinks often and older children are able to help themselves to drinks throughout the day. However, at lunch time resources to help children's independence are not always available. For example, drinks are provided in jugs which are too large for them to lift by themselves. Children benefit from a variety of activities this helps support their learning and development, such as, using construction bricks, bikes and the role play area or using scissors, pencils and paint brushes in their creative activities. There is a sufficient range of toys and equipment, such as books, problem solving resources and water and sand play. As well as resources to promote their imaginative and pretend play. Their art and craft pictures are displayed and this shows that staff value their contributions.

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?	3
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?	3
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	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

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.