

Fernwood Day Nursery

Inspection report for early years provision

Unique reference number

EY376372

Inspection date

01/04/2009

Inspector

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Setting address

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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

Fernwood Day Nursery opened in 2008. It operates from a purpose built single story building in the Fernwood area which is close to Newark, Nottinghamshire. There are base rooms for babies, toddlers and pre-school children; they have direct access to two interlinked outdoor play areas. The setting is open from 07.30 to 18.00 Monday to Friday, 51 weeks a year, only closing for bank holidays and Christmas week. Flexible session times are provided depending on children's individual needs.

The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. A maximum of 71 children may attend the setting at any one time. There are currently 56 children aged from seven months to four and a half years on roll. The nursery currently supports children who speak English as an additional language. The setting provides funded early education for three and four-year-olds.

There are 10 members of staff including the manager/owner who work with the children, nine of whom hold appropriate early years qualifications to at least a Level 3, with two holding a Level 4 and the manager working towards a foundation degree. One member of staff is working towards a qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and enjoy their time at the nursery as staff provide effectively for children in the Early Years Foundation Stage. The purpose built nursery provides good space for children to move around freely and learn to be independent within a safe environment. Staff work well with the parents where they obtain information about children's individual needs enabling them to provide an inclusive environment for all. Children make good progress in their learning and development as staff plan around individual learning needs and interests. The provider/manager has good systems in place for monitoring and evaluating the practice.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to provide well planned experiences based on children's spontaneous play and extend the opportunities for children to play outdoors
- develop further the opportunities for parents to contribute to children's assessment records.

The leadership and management of the early years provision

The nursery benefits from a management team who are committed to providing good quality provision. Effective safeguarding procedures ensure that children are well protected. For example, robust recruitment and vetting procedures ensure that staff are suitable to work with the children. Staff are fully aware of the safeguarding procedures and know what to do in the event of any concerns. The safety of the environment is a high priority; good security procedures ensure that children are safe and secure; the adjacent outdoor area is fully enclosed and regular risk assessments are carried out for all indoor and outdoor areas. Staff are deployed effectively and high staff child ratios ensure that children are well supervised.

Managers and staff make effective use of comprehensive and readily-accessible policies and procedures which underpin the arrangements for children's welfare. Staff and managers are committed to ongoing professional development through their participation in continuing training programmes, accessing available courses and using staff and team meetings effectively. Good systems are in place to monitor and evaluate the provision; this includes working with the parents and other agencies such as early years workers. Managers value feedback from the parents both verbally and written such as through questionnaires and a suggestion box which has recently been set up.

There are good arrangements for working in partnership with parents. Inclusive practice is promoted well as all children have their welfare needs met and achieve as well as they can. Parents and carers are encouraged to share their knowledge of their child's interests and skills on entry to the nursery. Information is shared daily between parents and children's key persons regarding their individual needs, a daily record sheet is talked through and given to parents. Parents are able to see their child's assessment records as they require. The nursery is developing additional ways to share information on children's learning with their parents and to encourage their contributions, for example, they have plans in place to have parents' evenings.

The quality and standards of the early years provision

Children's care, welfare and learning are effectively promoted. They are happy and settled within the welcoming environment. The nursery is well lit and spacious, allowing children good space to move freely and learn to be independent as they access the wide range of activities provided. Staff are caring and sensitive to the children's individual needs, babies' sleep and feed routines are followed helping them settle into the nursery. Each child has their own key person who gets to know them well through working with the parents.

Staff are familiar with the Early Years Foundation Stage and use this well to help children learn and progress. Good organisation within the indoor area and planning around children's individual learning needs and interests ensures all children have challenging and enjoyable experiences. Observations are used effectively to

identify what children can do and their individual next steps and interests are built into activity planning. Children enjoy a wide range of stimulating experiences which supports their progress and development. For example, babies and toddlers explore the broad range of materials within the treasure basket which promotes their senses; they explore the different textures as they play with media such as corn flour, shaving foam, porridge oats and paint. Pre-school children enjoy a wide range of creative opportunities as they use paints and different materials to create their own pictures; they join in with role play, use musical instruments, sing and dance. Children develop their skills in using technology throughout all areas of the nursery as they have good opportunities to handle interactive toys. Pre-school children confidently operate the computer and solve problems within their play. As a result, all children develop the skills needed for their future success. Children have daily opportunities for fresh air and exercise within the outdoor area, however, although this area is adjacent to the children's rooms the free choice of outdoor play is not usually available and it is not well planned to provide a wide range of learning experiences.

Children's language development is promoted well throughout the nursery; staff take account of the child's individual level of development and extends their language appropriately. Staff listen to children and engage them in conversation, pre-school children learn to think and ask questions. Good systems are in place to help children to have a sense of belonging within the nursery. For example, each child has a coat peg which is identified by their name, and their own box where they can keep their art work and personal belongings. Children's art work is displayed around the nursery helping to develop their self-esteem. Children's social skills are developing well. For example, babies learn to play alongside others and toddlers are learning to share and take turns, pre-school children have developed friendships within their group and are beginning to show care and concern for one another. Staff are good role models and manage children's behaviour appropriately throughout the nursery, they praise and encourage good behaviour and achievements, helping to develop children's self-esteem and confidence.

Children's welfare is promoted well throughout the nursery which includes all aspects of health and safety. Overall risk assessments and daily safety checks ensure hazards are identified and minimised promptly. Throughout the nursery children are encouraged to develop their skills so that they learn to keep themselves safe and well. For example, they learn to keep themselves and others safe as they tidy away after activities and help to sweep up any spilt sand. They join in with regular fire evacuation drills. Children eat a good range of healthy and nutritious snacks and meals which are prepared within the nursery kitchen using fresh local ingredients. Activities which include cooking and growing vegetables further promotes their understanding of healthy eating. Staff work well with the parents to ensure all children's dietary requirements are met. Children learn about the importance of good hygiene as staff help them understand about healthy practices such as hand washing and cleaning their teeth after meals. Overall children are happy, have fun and make good progress in their learning and development.

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.	2

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?	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?	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

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.