

Fidgets Pre-School and Nursery

Inspection report for early years provision

Unique reference number EY371685
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Inspector Stacey Sangster

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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 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

Fidgets Pre-School and Nursery at Lamberhurst Vineyard has been registered since 2008. The group has moved from their existing site in the village centre which was registered in 2006. It is run by Fidgets Ltd and operates from purpose built premises in the grounds of Lamberhurst Vineyard. There is access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children under eight years may attend the group at any one time, of whom a maximum of 62 may be in the early years age range. The group provides full day and sessional care for children in the early years age range; 82 children in the EYFS age range are currently on roll. The setting operates Monday to Friday from 8:00 to 18:00 all year round. In addition to the owner/manager there are 14 other members of staff. Of these only four staff do not hold a relevant childcare qualification, but all are engaged in training to obtain them. The group receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Highly motivated, well qualified practitioners strive tirelessly to provide children with opportunities to learn, explore and have fun in a relaxed and nurturing environment, tailored to meet their individual needs. Key strengths of the setting are their commitment to continual improvement, the skilful way in which they organise and manage change and transitions and the influence that children's interests and ideas have on the routines and the planning. An excellent, long established ethos of continually exploring ways to enhance what they already do well, and putting the children at the centre of every decision, results in a setting which although constantly evolving, does so seamlessly without disruption to the children or their routines. All involved in the setting are extremely proud of what they achieve. They demonstrate a genuine love of young children and are passionate about providing the best experience possible for every child who attends.

What steps need to be taken to improve provision further?

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

- extend the arrangements for sharing the setting's exemplary practices with other providers to enhance the provision of good quality child care for children in the wider community
- where parents' observations are included in the formal assessment records, include the detail that this information has been supplied by parents

The leadership and management of the early years provision

The leadership within this setting is inspirational. The management describe their staff as the greatest assets the nursery has. The staff feel highly valued, describe the nursery as a 'fantastic place to work' and because of this, contribute hugely to the evaluation process and the constant strive for improving the opportunities for children, that is a key feature of this nursery's success.

All staff contribute ideas and as a result develop a sense of ownership in relation to the achievements of the setting. Systems in place are simple and clear, enabling staff who move between the rooms to quickly identify what needs to be done for each child and why. The deployment of staff takes into consideration their areas of expertise, their preferences as well as the needs of the children, which results in the best people for the job being placed in each role. Staff are given opportunities to work in different rooms with different ages to enable them to understand how their main role impacts on the children's journey through the nursery. Great care is taken to ensure that although the rooms may have different styles in order to support the different needs of the age group, all staff understand what the children do before they move into a group and what they will be doing when they move up to the next group. This helps staff to plan systems, routines and events that complement each other and supports the continuity which helps children feel so settled.

The setting have the greatest respect for the role that parents play in the care and education of their children. They provide an excellent range of good quality information about the Early Years Foundation Stage and how they intend to use it to support children. Regular exchanges of information gathered both formally and informally ensure that parents and staff are working together to meet the ever changing needs of the children as they progress and achieve. Parent observations of what their children can do which are shared informally, are always taken into account to build a full picture in the assessment of what children can do, although they are not currently identified as 'parents' contributions' within the assessment records. The setting work closely with other agencies and staff engage frequently in training and updating their qualifications to ensure that they remain at the forefront of new ideas and innovative practice. They share details of their good practice at cluster meetings with other EYFS providers and have made themselves available as a source of support to other settings through links with the Kent County Council Childcare Development team. In doing so they support the improvement of children's experiences locally and widen the positive impact on childcare, to that outside of their own setting.

The quality and standards of the early years provision

The setting recognise that the happiness, health and wellbeing of children is imperative in ensuring that they are open to trying new things, taking in information and having the confidence to explore and question for themselves. All staff are extremely knowledgeable about the children in their care, often demonstrating a connection which enables the staff to read the children's needs

accurately without needing to ask. They routinely demonstrate an intuitive ability to sense which children are in need of extra help, a cuddle or time to explore independently. Consequently children engage in play with their peers confidently in the knowledge that staff will support them if needed.

Important challenges for children, such as being able to settle when first being left, or supporting children struggling with language or behaviour issues are worked on in consultation and agreement with parents. Joint strategies ensure that children receive consistent responses from staff and parents and assists them in making progress faster.

Staff have opportunities to work in and familiarise themselves with all rooms and age groupings within the setting. This encourages everyone to consider the nursery as a whole, resulting in suggestions such as keeping the 'tidy up time' music the same in each room so that children have the advantages of familiar signals, contributing to their feelings of confidence and security. Transitions are exceptionally well handled, which is of great benefit to the children and reassurance to parents. Children who often develop strong attachment to their key workers are given plenty of support by visiting the room they will be moving to and spending time with their new key worker. Staff allow children to bring favourite toys, books and resources with them when they move up. Children move when they are ready rather than at a specific age, where possible children move up in twos, so that there is not a sudden influx of children who may need extra support, but also that no child is alone in their experience.

Staff really listen to what children want to do and what they are interested in. They are skilled facilitators, altering routines, which are kept flexible to enable children who are captivated by activities to spend longer doing them, or to scrap or modify plans which are not, for whatever reason, engaging children. Within the flexible routines key features which have become very important to the children, are always incorporated into the day, even if other routines are changed. An example of this is the 'Treasure Box, where children bring an item from home to show their friends or use as a prompt to talk about something special.

The practitioners courage to drop planned activities and follow the children's lead, is a key strength of the nursery, who pride themselves on being a child led setting. Staff are highly qualified and motivated and confident in the knowledge that they can provide the children with more valuable experience because the children's interest is at its height when they have asked to do something or are engrossed. Sensitive, well recorded and accurate observations linked to the EYFS, support staff in monitoring and assessing children's progress.

Impressive arrangements are in place to ensure children remain safe. Rigorous recruitment procedures, biometric fingerprint access pad at the entrance, and the setting's skilled approach to allowing children to manage and learn from appropriate challenges and risk taking, all culminate to ensure that children are safeguarded effectively by staff and begin to develop the knowledge, experiences and understanding of how to keep themselves safe.

Children in this setting make rapid progress towards the early learning goals,

because staff know them well, tailor the educational programme to meet each child's individual needs and inspire them to want to investigate, explore and question what is happening and why. Behaviour is excellent as children understand the codes of behaviour expected of them. Staff relationships support children in all that they do. Children are nurtured, feel secure, well cared for and safe.

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?	1
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?	1
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

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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