

Fareacres Day Nursery Gants Hill

Inspection report for early years provision

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Inspector Jennifer Liverpool

Setting address 681 Cranbrook Road, Gants Hill, Ilford, Essex, IG2 6SY

Telephone number 07793676929
Email fareacres@hotmail.com
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).

Description of the setting

Fareacres Day Nursery Gants Hill is one of two nurseries run by Kinder Day Nurseries Limited. It opened in 2008 and operates from two base rooms in a modified two storey building. Access to the nursery is via a low step. It is situated in a residential area in Gants Hill in the London borough of Redbridge. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 08.00 to 18.30 throughout the year.

The nursery is registered on the Early Years Register. A maximum of 25 children under the age of five may attend the nursery at anytime. There are currently 26 children aged from birth to under five years on roll, some in part time places. The nursery mainly provides for children in the local area. The nursery employs seven members of staff, all hold appropriate early years qualifications. The setting is currently participating in a quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children make good progress towards the early learning goals. Good quality care and education is provided for children through effective planning, assessments and the monitoring and evaluation systems that are in place. Successful partnerships with parents fully promotes continuity of care and further enhances children's learning and development. The management and staff share a clear vision about the provision on offer for all children and they are committed to making continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure that all children, including those who attend the setting during part time hours are regularly offered healthy snacks that also consists of fresh fruits
- make sure that the ladder, loose bricks and fence panels located at the rear of the garden are made inaccessible to children

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

- conduct a full risk assessment for each type of outing in order to ensure that children are kept safe whilst on outings (Suitable premises, environment and equipment)

22/06/2009

The leadership and management of the early years provision

The management and staff are very clear about their roles and responsibilities and as a result of this provide good quality education and care for children. The quality of teaching and assessments is successful in ensuring that all children make good progress in their learning and development. Staff demonstrate good knowledge of early learning goals and are continuing to develop their skills from ongoing training, regular staff supervision and appraisals and in participating in a quality assurance scheme. The management's vision for future plans, effective monitoring and evaluation processes and staff's enthusiasm demonstrates their commitment to continue to improve the outcomes for children. Relevant systems are in place to safeguard children. For example, safe recruitment practices ensures that staff's suitability is thoroughly vetted; staff have good knowledge and understanding of the required procedures to protect children from harm and formal risk assessments for indoors and the outdoor play area in general are in place and regularly reviewed to promote children's safety. However, the setting has not yet formalised a system for risk assessing outings.

Staff develop effective partnerships with parents, such as, involving parents in their children's learning through providing resource packs and suggesting activities that can extend children's learning at home. In addition to this, staff and parents work together to share information about children's progress through the use of daily diaries and when parents contribute to their child's assessments at quarterly meetings. A good range of resources reflect the variety of cultures within the setting and supports the children who are learning to speak English as an additional language. In addition to this, the staff encourage parents to share their faith and culture through their contributions to activities and resources provided for children. Staff use these resources well to enable all children to gain an understanding that people are different and to develop positive attitudes to those who are different to themselves.

The quality and standards of the early years provision

Children are very secure with staff who work closely with parents to ensure a smooth settling period. Staff gather relevant information from parents prior to children's admission in order to make sure that all children receive good quality care according to their individual needs. Children come from a range of different backgrounds and all are made to feel welcomed in the setting. Children who have English as an additional language are provided with strong support as staff acknowledge and value children's first language and plan activities to help children to learn English. The staff team are warm and friendly and show real interests in children, which makes them feel confident and develops their self-esteem. Children's behaviour is very good as staff are consistent in their approach to behaviour management. In addition to this, some children helped in setting the ground rules and as a result of this many of them respond well to staff explanations and guidance.

Children are generally kept safe, particularly when working and playing indoors;

however, they have access to a ladder, loose bricks and unsecured fence panels leaning on the shed at the rear of the garden, all of which can pose risks to their safety. Whilst children's safety is considered when they are taken out on trips particularly with regards to the staffing ratios and a policy in place for in the event that a child goes missing, a formal risk assessment is not conducted for the different types of outings. This is a regulation. Children are provided with varied and nutritious foods freshly cooked on the premises each day. Fresh fruits are generally offered two mornings a week and all afternoons. This means that some of the children who attend the morning sessions do not have the same opportunities as others to eat fresh fruits daily.

Every child in the setting is making good progress in their learning and development because staff plan a broad range of activities for all children. Effective plans of activities for babies stem from staff's close observation and monitoring of babies' interests and achievements. This method of assessment is successfully used to identify individual learning and development and set targets to ensure that each baby is well supported to move onto the next stage of their development. Similarly, children's assessment records are completed regularly, contains detailed reports and also shows children progression through samples of their work and photographs of them participating in activities. Additionally, parents verbally contribute to their child's assessment at consultation meetings and staff record the comments made by parents. This highlights parental involvement in their children's learning.

Babies enjoy taking part in handling malleable materials such as play dough and cold cooked pasta, which enables them to respond to sensory experiences. This helps babies to make connection with their play and development. There are playful interactions between staff and babies as they imitate and mimic each other. This stimulates babies' imagination. Older babies are beginning to use single words to convey their meaning. Staff provide lots of opportunities to support babies language development through labelling everyday objects, talk, action and rhyme songs, and short stories. Staff monitor food intake and nappy changes to ensure babies remain healthy.

Children are keen to try out a range of purposeful activities that are set out for them indoors and outside. They have safe and easy access to toys and equipment and are able to concentrate for good periods of time on self-chosen activities, such as, dressing up the dolls. There are many role-play areas for children inside and outside and these are in constant use. The hospital role-play area equipped with props and writing materials is used very well to promote children's language and early writing skills. Staff sometimes scribe captions on children's art work. There is sufficient focus on the alphabet letters and how these link with words. Staff provide children with real life objects, such as, a yoyo and yoghurt pots to support younger children to develop an awareness of the alphabet letters, sounds and words. Children demonstrate a secure understanding of how books are organised as they point to and name the front and back covers of the books. Some children confidently explain that the spine holds the book together and also make connections with the spine on their back. Children thoroughly enjoy reading books independently, in a group situation and to their peers.

Children are provided with many opportunities to develop their skills in counting, sorting, matching and comparing. They learn to recognise the different patterns on mini beasts, such as, lady birds and create patterns through threading beads and painting prints. Children are supported to become aware and to solve problems through finding the correct numbers of plates for groups of children at the dinner table. They also learn about addition and subtraction in number songs. Children have good opportunities for observation and investigation through planting and growing plants in the garden. Children explore change as they learn about the lifecycle of butterflies and talk about the change of seasons during circle time. Children regularly visit the park and library and walk in the surrounding area to observe the features of their environment. Visitors to the setting, such as the dental hygienists, talk to children about the work they do in the community as well as the importance of health and hygiene. Children show increasing confidence as they use scissors to cut out shapes. They have daily access to outdoors and develop their skills of climbing, riding and balancing. This contributes to children's good health.

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?	3

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?	3
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

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