

Red Fox Day Nursery

Inspection report for early years provision

Unique reference number	116677
Inspection date	22/01/2009
Inspector	Susan Thomas-Pounce

Setting address	c/o Foxes Piece School, Newfield Road, Marlow, Buckinghamshire, SL7 1JW
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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).

Description of the setting

Red Fox Day Nursery registered in 1993. It is one of two nurseries privately owned by the same proprietors. It operates from a single storey building within the grounds of Foxes Piece School, close to the centre of Marlow, Buckinghamshire. Children are accommodated according to age in four rooms, with regular access to outdoor play areas. The nursery opens for five days a week, all year round, with the exception of bank holidays and a week between Christmas and New Year. Sessions run from 08.00 until 18.00. The nursery caters for a maximum of 52 children under the age of eight years, at any one time. There are currently 59 children from nine months to five years on roll. Of these, 22 receive funding for nursery education. The nursery supports children who speak English as an additional language and children who have learning difficulties and/or disabilities. Children attend for a variety of sessions. There are 16 staff who work with the children, of whom 13 have appropriate early years qualifications at Level 2 or above. The setting is on the Early Years Register.

Overall effectiveness of the early years provision

Children are very happy and are purposefully engaged. The setting provides good quality welfare and education in an inclusive and stimulating environment where children learn and develop through play. The environment supports children well as they make good progress in their learning and development. Children's welfare is given high priority. Self-evaluation is developing, although it is not yet part of routine practice. Improvements set through actions at the last inspection have been fully met.

What steps need to be taken to improve provision further?

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

- develop more systematic self assessment to help the staff identify areas for improvement

The leadership and management of the early years provision

There are effective systems in place to ensure that all the required policies and procedures are implemented for the safe and secure management of the provision in the Early Years Foundation Stage (EYFS). The manager has a secure understanding of the EYFS and is fully aware of her responsibilities within the setting. The staff team is committed to further professional development and information from training is shared with the staff group. The setting values the contributions of parents and other professionals working with the children. Good use has been made of assistance from the local authority to improve provision, although routine and systematic self-evaluation is not being undertaken by the staff to help identify key priorities for improvement. However, a good start has

been made by the staff to address this and the staff have a good understanding of the needs and interests of the children. As a consequence, children's needs are well understood and can be addressed appropriately. Parents receive sufficient information about the educational programme and their child's achievements. Parents are encouraged to ask questions about their children's progress and systems for receiving information about the child's learning at home are developing well through the 'Introducing Me' programme. Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. Risk assessments are in place for the premises and for outings, ensuring children's safety when attending the nursery. Policy documents have been updated in the light of changes to EYFS regulations. Staff undergo full clearances prior to employment to ensure their suitability to work with children, again reflecting the fact that the children's welfare is given high priority.

The quality and standards of the early years provision

The Nursery provides children with a good standard of care and education because practitioners have a clear understanding of the Early Years Foundation Stage, and this is reflected in their practice. Children are provided with continuous and consistent play and learning opportunities to help them make good progress across all areas of learning and development. Staff are able to support children's learning appropriately through the continuous play provision and staff being effective and purposeful in their interactions with all the children. The children enjoy a good variety of resources, which are stored at a low level to enable them to have full access and to initiate their own ideas when making independent choices. Planning and assessments records are well organised. Staff rightly base their planning on what children enjoy and by identifying their developmental abilities when they first join the nursery. They successfully match tasks closely to the full range of children's needs.

Staff work and interact with the children in their care in a most positive way. Staff work with the babies sensitively and effectively. Children are well-behaved and enjoy positive relationships with the staff and each other. The key worker system is developing well and ensures children form warm and positive relationships with staff. The staff gather information from parents about children's likes and dislikes and any dietary or medical requirements to ensure that the setting is equipped to meet the children's individual needs effectively. Children learn about healthy eating as they enjoy a range of freshly cooked meals and fruit and vegetables. Children learn good hygiene practices, for example, they wash their hands after using the toilet and before eating.

Staff recognise that children are all unique. Observations of children at play are regularly carried out to monitor the achievements of each child and used to plan the next steps in their learning. All children are engaged in meaningful activities throughout the six areas of learning. For example, they enjoy painting, drawing, model making, and role-play.

Children's imaginations and self-expression are supported through a good range of creative and role-play activities that are provided on a daily basis. They have

opportunities to learn about the wider world, explore and investigate their natural environment. The school has regular visits from 'Zoo Lab' who bring to the nursery a wide array of animals. The children are fascinated by the creepy crawlies, snakes, tarantulas, scorpions and giant millipedes, to name but a few. Children's physical development is encouraged through regular opportunities to play outside with a range of garden toys that includes, tricycles, scooters, buggies, hoops, bats and balls. The play and learning environment, both indoors and outdoors, is effectively planned to provide children with a range of well-resourced activities that capture and maintain children's interest.

Children learn from an early age to value diversity in others and grow up making a positive contribution to society and being kind to one another. For example, the nursery is working to raise funds for a contact school in Kenya. Parents and staff have formed a fund raising committee to ensure links with the African school are successful. Staff work effectively with the children to develop skills in numeracy, literacy, and information and communication technology, which contributes positively to their future economic well-being.

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?	3
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 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

Since the last inspection there have been no complaints that required the provider to taken any action

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.