

# Fairy Tales Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY216246
<b>Inspection date</b>	06/04/2009
<b>Inspector</b>	Yvonne Layton

<b>Setting address</b>	36 Chesterfield Road, Barlborough, Chesterfield, Derbyshire, S43 4TT
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<b>Type of setting</b>	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

Fairy Tales Day Nursery registered in 2001. It operates from a self-contained building, situated at in Barlborough, Derbyshire. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the provision at any one time. There are currently 85 children on roll, all except eight children are within the early years age range. Children attend for a variety of sessions and are mainly from the local and surrounding areas. The nursery opens weekdays from 08:00 to 18:00 apart from public holidays and a week at Christmas. Children have access to an enclosed outdoor play area.

The nursery entrance is via a level car park and the building consists of three floors which are accessed by stairs. Children have access to the first two floors. There are 12 staff, all of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of early education for children aged three and four and is part of a pilot scheme for funding for children aged two years.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Fairy Tales Day Nursery provides effectively for children in the Early Years Foundation Stage (EYFS) and the needs of all children are routinely met through recognising and supporting their uniqueness. They make decidedly confident progress in their learning and development, enjoy their time in the setting and their welfare is soundly promoted. However, the monitoring of some resources needs to be more consistent and some documentation require amendments and further information. Good quality education and care is promoted by sound evaluation and identification of plans for improvement of the setting. There are positive relationships with parents particularly relating to the care of the children and partnerships with other settings are developing.

## What steps need to be taken to improve provision further?

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

- review the written permission for the administration of non-prescribed medicine to include health reasons for doing so
- monitor resources to ensure that all are suitable for their purpose with regard to the blunt, broken pencils and dry markers in some areas
- extend further systems to involve parents in their children's learning and support children to have a developing respect for their own cultures and beliefs by obtaining information about their religion and culture from their parents.

## **The leadership and management of the early years provision**

The management of the setting are focused on helping all children to make good progress in their learning and development and ensure their welfare is strongly promoted. Children are cared for by qualified and experienced staff who are knowledgeable of the EYFS. There is a successful, common sense of purpose and dedication between adults who work well together. The quality of children's care, learning and development is increased by the ongoing monitoring and evaluation of the provision. The recommendations from the last inspection have been met. The capacity to make ongoing improvement is strong. All of which leads to clear identification of targets for further improvement

Children are protected as effective, detailed and up-to-date records, policies and procedures are in place. However, although individual medication consent is in place identified health reasons for the administration of non-prescribed medicines is omitted. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibility. Children's health and welfare is protected as the setting has established consistent hygiene and safety procedures. Resources and the premises are well maintained, clean and suitable for their use. However, vigilance is required to ensure resources such as pencils and pens are consistently suitable for children to use. There are effective systems, equipment and routines in place to ensure children are kept safe and positive action is taken to manage or eliminate risks such as good monitoring of visitors and security to access the building. Safety equipment is in place, including safety gates throughout and radiator covers. Children are strongly safeguarded as the leadership is committed to ensure staff's knowledge of safeguarding children procedures is up-to-date and they have clear understanding of their responsibility.

Inclusive practice is promoted throughout, so that all children have their welfare needs met and achieve as well as they can individually. This is supported by the development of beneficial links with other providers and services to promote integration of care, education and extended services. Partnerships with parents and carers are well established and ensure each child's needs are met. For example, the setting holds parent evenings and undertake parent questionnaires. Parents are encouraged to provide family and personal care information about their child, throughout their time at the nursery. However, involving parents in their child's learning and development is in its infancy and information about individual's religion and culture is not recorded.

## **The quality and standards of the early years provision**

Children are making strong progress and show a positive attitude to learning. They are happy, confident and settled in a setting where interactions are good and all children benefit from caring, warm staff. They use open-ended questioning to challenge children's thinking and provide many opportunities for the children to express themselves, experiment and explore. Consequently children are active, inquisitive and independent learners.

The setting is rich in text and numbers with bright pictures, photographs and displays. Planning throughout is led by children's interests and needs and, along with assessments, are clearly linked to the EYFS. Individual files for all children contain records of planned and spontaneous observations of progress and clearly identify the next steps. The learning environment effectively supports children's progress towards the early learning goals, as staff have a good understanding of them. Purposeful play and exploration child-initiated and planned activities, both indoors and out, ensures that all areas of learning are met for all aged children. Different activities are used to stimulate children's interests. For example, a spontaneous activity where children investigate shadows both indoors and out. Themes, including from children's ideas, are extended with activities to meet the early learning goals.

Throughout the nursery children enjoy a growing topic with a wide variety of activities and events to meet their development and age needs. This theme is then extended to look at how they themselves grow. Toddlers and older children went to the garden centre to buy the seeds and bulbs which they then planted. They care for them and watch them grow. Older children undertake experiments with them to see what happens such as putting some seeds in the dark and some in the light and investigating the effects of water.

Self-awareness is promoted throughout. For example, hand and foot prints undertaken on a regular basis to look at how they grow. Older children enjoy a doctors surgery in the imaginative area along with an adult-sized skeleton. Books and activities are used throughout the setting to enable children to learn about themselves and their bodies. Children are able to access a rich variety of resources for mark-making and number and calculation is promoted throughout both by adult-led activities, routine and spontaneous events. Early phonics and sign language is used with babies and younger children. Phonic activities are extended for older children. The very good levels of support ensure that all children are included and receive individual attention so that their needs are effectively met. Staff use positive differentiation of the children to ensure they individually enjoy all of the activities and the events of the session. For example, babies and toddlers enjoy a multitude of different creative experiences alongside all of the other children.

Staff are good role models and the consistent use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group. They use positive behaviour management to divert inappropriate behaviour and have introduced the 'golden rules' where children receive acknowledgement for good behaviour and social awareness. All children learn about the environment and the local community as they visit the local village, library and garden centre. They investigate nature by activities, visiting the aquarium and during outings to the local area.

Children's health and safety is solidly supported. The setting has their own robust hygiene and health routines. For example, all children clean their teeth. Children's welfare is protected in an emergency situation as the staff are clear regarding evacuation procedures from all levels of the building and regular evacuation drills are practised. They are well-supported to learn about personal safety by daily

routine, discussion, activities and themes such as a 'Road Safety Week' with resources including traffic lights and a zebra crossing and by visits by the fire service. The setting has stringent routines for safety on outings and for crossing roads. Staff discuss with the children road safety before leaving and have effective procedures such as staff carrying emergency packs and all children wear high visibility vests. Children learn about healthy living and eating. Activities support their learning, for example, food tasting and when outside they enjoy checking the effects on the body after exercise.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 that required provider to take any action made to Ofsted since the last inspection.

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.