

Fitzsimmons Place Nursery

Inspection report for early years provision

Unique reference number	EY223136
Inspection date	11/05/2009
Inspector	Louise Bonney

Setting address	32 Portsmouth Road, Guildford, Surrey, GU2 4DJ
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Type of setting	Childcare on non-domestic premises
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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

Fitzsimmons Place Nursery was registered under new ownership in 2002. It operates from a large detached house close to the centre of Guildford, with a secure garden and separate hall available for play. The nursery serves the local area. The nursery is organised over four floors, two floors of which are easily accessible, and stairs only to the remaining two upper floors with no lift available.

The provision is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 156 children on roll attending the day nursery between three months to five years old, and 15 children on roll in the older age range for the after school club. Of those attending the day nursery 44 receive early years education funding. The nursery makes provision for children with learning difficulties and/or disabilities and for those who speak English as an additional language.

The day nursery opens five days a week all year round except for Christmas and bank holidays. The after school club operates during term time only. The core hours for day care are 08:00 until 18:00 hours. Children attend a variety of sessions that include morning, afternoon or full day.

There are 21 staff who work with the children, 14 of whom are appropriately qualified at Level 2 and above and two are on training courses to achieve 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. The owner and staff provide a warm welcome for parents, providing an inclusive environment where all are welcome. They exchange information that helps them identify children's individual needs and support their welfare particularly well. The owner and staff evaluate the nursery and ensure its continual improvement through implementing a clear action plan for staff training and development of the nursery, which reflects their commitment to offering high quality provision. There is a variation across the nursery for children's learning and development, with some groups more effectively supporting children's progress towards the early learning goals than others.

What steps need to be taken to improve provision further?

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

- review children's base rooms to ensure they are equally interesting, attractive and accessible to every child to stimulate play and independent learning
- ensure staff in all rooms link children's progress to the early learning goals and use the practice guidance to the Early Years Foundation Stage flexibly to identify children's next steps in learning based on where their development is currently at rather than by the age bands, particularly for children with

- learning difficulties and/or disabilities and children that are exceptionally able
- ensure that parents have regular opportunities to review their children's progress and contribute to their child's learning and development record and, if they have learning difficulties and/or disabilities, their individual education plan.

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

- identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

25/05/2009

The leadership and management of the early years provision

The owner and manager develop a motivated and committed team of staff, who are keen to undertake training and implement changes to further develop the provision. They organise regular team meetings, team building events and in-house training, such as for the Common Assessment Framework and planning, observation and assessment. All staff and external agencies support the nursery's self-evaluation. The manager has a clear action plan for developing the nursery and monitors new changes introduced to ensure they are effective, such as the increased opportunities for children to play outside and to mix age groups. This shows a good level of commitment to the continual review of the nursery and its development.

The leadership team develops good systems and opportunities for staff to carry out observational assessment of children's progress and for planning. Staff in one room are currently piloting an excellent new system to further improve observational assessment and planning, which will be rolled out to all rooms if successful. However, until then there are some variations across the nursery in the way that children's progress is recorded and planned for. This impacts on the overall quality of the provision for children's learning and development. Many staff effectively evaluate their rooms, activities and access to resources. For example, they develop freeflow between rooms and a quiet enclosed corner with softly draped material for preschool children for quiet activities, while in the baby room staff develop interesting and stimulating corners, such as for construction. However, one room is less proactive in evaluating the environment, leading to resources being less attractively displayed and accessible to stimulate children's play and independent learning.

The owner and manager frequently review the nursery's policies and procedures to ensure they reflect new legislation and their requirements. They implement rigorous recruitment procedures and all new members of staff undergo a period of induction which is carefully monitored to ensure its completion. Staff effectively

implement the settings policies and procedures and maintain records appropriately, which are shared with parents. This protects the children's health and safety well.

The quality and standards of the early years provision

Children settle well and enjoy their activities. There are sensitive settling in procedures for babies, and staff keep parents well informed of how they adapt to the transition from home to the nursery. Staff follow effective procedures that support children's health and safety well, such as for managing medication and accidents. This ensures children's health needs are met. Children have good opportunities to play energetically outside in the fresh air. They access a good range of outdoor resources that include fixed apparatus to climb and swing on, a large sandpit and an all weather playground. They very much enjoy nutritious lunches, and many children ask for and receive extra helpings. Children have water available at all times, which encourages them to have frequent drinks and keep well hydrated. Staff monitor children's health carefully and immediately notify parents if they have any concerns so that children can be collected early. This supports children's well-being and helps prevent the spread of illness.

Staff are vigilant about safety and all visitors to the nursery are closely monitored. The leadership team carry out a thorough risk assessment which is reviewed every six months. The manager identifies areas that require more regular checking, and ensures outdoor areas are safe daily prior to children playing outside. However, there is no record of when and by whom these more regular checks are carried out, as is necessary under the Welfare requirements. Children learn how to support their safety as they play. They have suitable challenges, such as when they use large apparatus, cut with scissors, or as babies pull themselves up on sturdy equipment. This helps them learn to evaluate and manage risk. Children hold onto the banisters as they file downstairs and regularly practise the fire drill. This ensures they know how to quickly evacuate the building.

The provision for children's learning and development varies across the nursery. Some groups clearly plan and effectively deliver activities that stimulate children's learning and development well, while others are less proficient. Staff plan a balance of adult led and child initiated activities, which help deliver identified learning aims. Older children show good levels of independence as they accept responsibility for tasks, such as laying the table at lunchtime. They are keen to participate in adult led activities as they listen attentively to stories or play a listening game, showing good levels of concentration. Babies enjoy the close support of caring and sympathetic staff, having a cuddle as they look at books together or time to independently explore and experiment with resources. This helps children make good progress towards the early learning goals.

However, at times activities are not as well organised for children in the mid-aged range groups. Children spend time waiting for others to be ready and their resources are less accessible than in other rooms. This sometimes results in poor participation and reduces the progress they make in their learning and development.

Children benefit from staff providing an inclusive environment. Staff seek information from parents about children's home backgrounds in order to reflect this within the provision, such as their first language or culture. Children participate in activities that encourage them to value similarities and differences. Staff promptly identify children with emerging learning difficulties and/or disabilities and liaise with parents and therapists in order to seek advice and provide appropriate support. They implement the SEN Code of Practice as they develop and frequently review children's individual education plans (IEPs). These are usually shared with parents. However, staff do not always continue to monitor children's progress towards the early learning goals through written observational assessment alongside implementing their IEPs in order to support the identification of their next possible steps in development.

Parents receive clear information about the provision through introductory meetings, informative brochures, newsletters and displays. They have daily opportunities to exchange information with staff at handover as they collect their children from their rooms or playground. Parents have access to their children's progress records, although currently there is only an informal system in place to regularly share children's identified next steps in learning and parents do not contribute to children's progress records. This impacts on how effectively children's previous learning and experiences are built on.

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?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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