

Foxcubs Day Nursery Ltd

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Hilary Elizabeth Tierney

Setting address	Chapel House, Old Reddings Road, The Reddings, CHELTENHAM, Gloucestershire, GL51 6SA
Telephone number	01452 857 449
Email	foxcubsnursery@hotmail.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Foxcubs Day Nursery originally registered in 2000. They re-registered following a change in ownership to company status in 2009. The nursery is situated in a detached house in the Reddings area of Cheltenham, on the outskirts of the town centre. It is open all-year-round, Monday to Friday 08.00 to 18.00. It serves the local community and those from outside the immediate area. Children are cared for within age related groups and each group has its own base room. There is a sensory room, art rooms, toilet and sleep facilities. There is a child-friendly garden divided into areas; an area for babies with play equipment suited to their age and stage of development, a hard surfaced area with wooden boat and fort, a small play space used freely by the pre-school group, and an area with a roadway marked on the surface for use with wheeled toys.

The nursery is registered to care for 50 children from birth to eight years and is registered on the Early Years Childcare Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 80 children on roll, 30 of whom are in the early years age group. Children with special educational needs and/or disabilities are welcome, as are those for whom English is an additional language.

There are 20 staff members working directly with the children, all of whom have childcare training equivalent to National Vocational Qualifications at level two or three. The majority of the staff have also received first aid and child protection training. the nursery uses aspects of the Highscope approach to teaching and receives support from the local Early Years Consultants.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The needs of children are met exceptionally well, they are recognised as unique and individual. Staff acknowledge children's differences and embrace them, consequently all children are progressing exceptionally well in all areas of learning and development. The setting is highly effective and the outcomes for children are consistently exemplary. Highly motivated staff and management ensure they are constantly looking at how to improve and progress. All staff are included in the self-evaluation process. Extremely detailed policies and procedures are regularly reviewed and shared with both parents and staff and this contributes to the smooth running of the nursery. A highly effective partnership between parents, providers, and other agencies ensure all individual children's needs are met and their protection assured.

What steps need to be taken to improve provision further?

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

- consider further development of children's independence with particular regard to meal times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely effectively. Robust risk assessments ensure the necessary precautions are in place to protect children as they play. Security of the premises is good. Staff open the door for parents and remain in the entrance hall until all parents have arrived or left with their children. This ensures no children are able to leave unsupervised and no unauthorised people can enter the building. Fire evacuation procedures are highly effective and children are clear about the procedures, for example, children spoken to understand about leaving the premises when the bell rings and where to stand while staff check all children are out. Staff are confident in their knowledge and understanding of how to safeguard children and what to do if they have any concerns about children in their care. There is a comprehensive safeguarding children procedure in place which has recently been reviewed and updated, all staff are aware of this procedure and the need to follow it. Through clear explanations from staff, younger children are beginning to understand about how to keep themselves safe. Older children are able to demonstrate an excellent awareness about how to keep themselves safe.

Staff are inspiring and highly motivated, they all have high expectations and set high standards in the quality of care they provide. Moral is high in the nursery and staff work exceptionally well as a team. Management ensure they include all staff in the self-evaluation process, with a suggestions box for any ideas for improvements which are discussed in full during regular staff meetings. Regular staff appraisals ensure staff are kept up-to-date with training and any future training is identified. The key person and buddy system works exceptionally well and staff clearly know their key children and their families very well. Home link sheets are completed as children move groups to ensure parents are kept informed about their child's new key person or group. Staff include all children equally and embrace their differences. They are experienced in their knowledge of special educational needs and/or disabilities of children and work closely with parents to ensure the care provided is correct. Children who have English as an additional language settle quickly into the setting as staff work closely with parents to ensure they have key words in the child's home language. Resources are used effectively, they are of high quality and easily accessible for all children so they enjoy making their own choices during the day. Resources reflect the diversity within the community and staff ensure children see positive images through posters displayed around the rooms with explanations where necessary, for example, two children were playing as fire-fighters, one child says that girls can not be a fire-fighter. The member of staff carefully explained that girls can be fire-fighters and that is why they are called fire-fighters. Staff have an excellent understanding of the Early Years Foundation Stage and they complete detailed observations and assessments on all children. Starting points, next steps and children's interests are all noted and used to help children progress exceptionally well in all areas of learning and development. The exceptional organisation of the setting and activities helps to

provide rich and varied experiences that meet the needs of all children exceedingly well.

An exceptional partnership with parents has developed. Children's parents speak very highly of the staff and nursery provision. They all know their child's key person and talk about how well their children are progressing in their development. Parents have access to policies and procedures and have good information provided on the nursery website and in their prospectus. They are heavily involved in the nursery and are invited to make suggestions at any time and contribute to their child's day. Parents are invited to a parents' day where they are able to book a day to come along and experience a child's day at nursery and observe how the staff work. This has been very successful and photographs and written comments from parents demonstrate this. Well-established communications ensure friendly relationships between parents and staff. Parents receive regular newsletters and are invited to social events, many of which are planned outside the nursery hours so all parents can attend. There is an informative notice board and staff photographs in the entrance hall where parents can find the policies, useful leaflets, photographs of the parents' play days and the nursery's complaints procedures. Parents are able to see their child's learning journey book at any time or speak to the staff at any time. All children and parents are welcomed into the nursery and close links with other early years settings and schools that children attend ensure staff are able to provide and support children's learning effectively.

The quality and standards of the early years provision and outcomes for children

All children achieve, are eager to learn and are making significant gains in their learning and development. Children are welcomed into a lovely, warm, friendly environment where they feel safe and secure. They thoroughly enjoy themselves at nursery. They all have their own key person and receive excellent support from the enthusiastic, caring staff. The younger children are nurtured and gain confidence as they explore and investigate. Staff interact with them exceptionally well, they talk constantly to the children, offering meaningful praise and encouragement. The younger children are able to investigate the contents of 'treasure baskets' using their senses to explore the contents. Younger children were observed having a lovely time playing with dolls and trying to give them drinks. A member of staff realised that there were not enough cups for all children, so she went and made sure there were enough for all children to take part in this activity. Older toddlers have two playrooms where they are given plenty of opportunities to explore and investigate and develop their physical play. Children were observed having a great time taking part in a ball tent and using their imagination as they play with small world resources.

Staff know their key children well and offer reassurance to them when they are unsure. Staff obviously enjoy being with the children and respond to them in a very positive way. Children respond with good behaviour. They understand the boundaries within the setting. They help tidy up when asked, use 'please' and 'thank you' without prompting from staff. Children demonstrate high levels of concentration and curiosity and enjoy learning and investigating as they play. High

levels of adult interaction for all ages of children help to contribute towards the development of children's language skills and understanding. All areas of learning are covered extremely well in the activities that children take part in. Older children were observed having a great time making play dough. The member of staff was careful to show children the recipe and explains clearly the number and quantities of the ingredients at the children's level. She helps the children to measure the ingredients and mix the dough. The children then had a great time playing with the completed dough. Another group of children enjoyed sticking glitter and stars to their paper. They discussed how they could do it, where the glue was going to be and their pictures they were making. Children are making extremely good progress in counting and number skills. They are able to count confidently with objects, their fingers and other items. Children enjoy books and were observed looking at them alone, with each other and with staff. They are able to begin to mark make through easy access to writing materials and were regularly observed choosing to draw and trying to write their names on their work.

Relationships between the staff and children are excellent. Children are confident in sharing and expressing their feelings with staff and staff respond to children in a caring, calm manner. The staff show genuine care for the children in their care. Children make friends with each other, join in with games, problem solve, are active and beginning to learn about the wider world. Children were observed talking about their families, friends and holidays and trips they had recently been on. They confidently recalled a recent trip to a wildlife park with the staff, talking about how they got there and what they did at the park. Children have good self-esteem and proudly show off the work they have completed. They have a sense of belonging and displays of their work are displayed around the nursery walls with clear links to the Early Years Foundation Stage of learning. Staff work hard to provide a stimulating, welcoming environment where children can have fun as well as learn skills for the future.

Children learn about healthy lifestyles through well planned activities that incorporate regular access to the outdoors. They enjoy the lovely outside play area where they are able to climb, explore, investigate and develop their physical development. The pre-school room has patio doors that lead to a enclosed play area that is routinely used by older children and as an extension of their learning environment. Children were observed enjoying play with soil, painting and chalking outside. Children understand about personal hygiene. They are regularly reminded that after blowing their nose they need to wash their hands and before they eat. Children enjoy healthy snacks and the older children were observed helping themselves to fresh fruit and toast and pouring their own drinks during snack bar time. They sit well and have a social time with their friends as they eat. However, during lunch time children are served their meals already on plates and staff tend to the drinks for children. This restricts the development of children's full independence. Meals provided for children are healthy and varied. There is an excellent awareness regarding the dietary needs of children and these are carefully recorded to ensure children are given the correct food. Clear accident and medication procedures are in place and all necessary written parental permissions are obtained. Records of accidents and any medication administered to children are kept and shared with parents.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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