

1st Friends Day Nursery

Inspection report for early years provision

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Inspection date

05/10/2009

Inspector

Susan Jennifer Scott

Setting address

Our Lady of Gillingham, 2a Ingram Road, Gillingham, Kent,
ME7 1YL

Telephone number

01634 578396

Email

friends-daynursery@virgin.net

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

1st Friend's Day Nursery opened in 2002 and operates from four rooms in an old school building. It is situated in Gillingham and serves the local area. All children share access to a secure enclosed outdoor play area.

The nursery is registered for 62 children under eight years; of these, not more than 15 may be under two years at any one time. Children can attend the breakfast, after school, and holiday club which they named the Monster Club. The nursery is open each weekday from 07.00 to 18.00 for 51 weeks of the year. No overnight care is provided. There are currently 95 children who attend and 55 children in the early years age range on roll. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a wide catchment area, as most of their parents travel in to work on or around the nearby industrial estate. The nursery welcomes children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 13 staff. There are 11 members of the staff, including the managers, who hold appropriate early years qualifications. There are two staff without qualifications, one being the cook who holds a food hygiene certificate. All staff hold a current first aid certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals, ensuring that all children make progress in their learning and development. Children feel safe because there are good systems in place to safeguard their welfare and ensure procedures are regularly reviewed and checked. They benefit from the spacious environment, although opportunities for outdoor play are limited. All staff assist in the thorough self evaluation process by identifying strengths and weaknesses. This is used to improve children's experiences and build upon the effective partnership with parents and carers.

What steps need to be taken to improve provision further?

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

- ensure that all children have opportunities to be outside on a daily basis all year round and set up relevant activities for energetic play (Organisation) 31/12/2009

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

- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- develop systems to incorporate contributions from parents into children's records and to establish their starting points

The effectiveness of leadership and management of the early years provision

All staff are able to safeguard children from harm or abuse because they all participate in child protection training organised by the manager. There is a secure induction programme and very good systems to monitor health and safety. Consequently staff have a good understanding of risk assessments and procedures ensure children are kept safe both inside the building, and when they go outside. The managers take good steps to promote children's welfare by vetting all staff to establish their suitability to care for children. Records are well maintained and organised securely. For example, there are certificates of registration and insurance displayed and a clear selection of policies and procedures, including one for complaints.

The manager has completed a comprehensive self-evaluation and staff assist in identifying improvements they can make. Changes are monitored so that adjustments can be made to the quality of the provision. For example, questionnaires have been used with parents and an analysis of responses is used to assist in developing provision. Good awareness of the needs of children and a shared vision for the development of the setting enables continuous improvement in the quality of the provision. Systems for observing and assessing children's progress and the plans that are based upon these assessments are sound and well understood by all staff.

Parents are very happy with the service offered and feel that the activities provided complement their children's school experiences well. There are sound arrangements for exchanging information with parents to ensure children's individual welfare needs are understood and met. However, children's learning and development is not recorded when they begin at the nursery. Parents are informed about the provision through a variety of good information, including a prospectus and regular reports. There are good systems in place to share information and obtain specialist advice and support for children's individual needs and this contributes to the effective partnership with other agencies. The nursery works hard to establish positive relationships with 'feeder' schools, and they exchange information informally with staff at each of these schools. There are developing plans to extend the outdoor facilities, so that there can be a dedicated play area for those attending the nursery.

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

Children settle quickly and happily into this safe environment when they first attend. They feel secure in the setting and enjoy the self-chosen activities. This promotes their confidence and self-esteem. Children have limited opportunities to enjoy outdoor play although this is an aspect of provision which is being developed. There is a range of apparatus such as play tunnels and balls that encourage vigorous physical activity but plans do not ensure this is regularly featured for all children. Play resources are age-appropriate and in good condition, allowing children to experience play and learning which is adapted to suit their ages and stages of development. There is an extensive and interesting range of resources that meets the needs of every child and caters for the interests of the children who attend. For instance, there are plenty of resources for imaginative role play, including pretend money, purses, packets and shopping trolleys for the play shop; staff make good suggestions to extend children's understanding of money and numbers by asking questions about the pretend money and asking about prices.

Older children have books to take home when staff judge they are ready to build upon their understanding of reading and they have words printed on cards to support each story. Staff are not all clear about the best ways, outlined in the curriculum, to develop children's reading skills. Books are available in the comfy book area and children enjoy looking at these and there are other books available for them to share at home to support their developing literacy skills. Children have made books about their experiences and these are shared with various age groups, acknowledging their thoughts, ideas and achievements. A very strong emphasis is put on literacy and numeracy so that staff enable children to make swift progress in these important areas.

Children keep themselves safe because the staff regularly remind them how to behave in a safe manner, for instance, they tell children to remember not to run in the rooms. Staff take good steps to ensure children are kept safe during possible emergencies by discussing and carrying out emergency evacuations. Children are cared for in clean, spacious premises with excellent systems to ensure their health and safety. Older children understand and follow good personal hygiene practices when washing their hands to ensure their good health. Children enjoy a balanced menu of popular and freshly cooked foods for their meals and snacks which are offered frequently enough to ensure no children feel hungry. Children with particular dietary needs receive good support to ensure these are met.

Children explore using shaving foam and make letters in this which staff encourage and support well, encouraging their observation and fine physical skills. There is a computer and cassette player which encourages children who attend after school to relax. They are able to rest if they are tired after a day at school or they can complete homework with staff support if they wish. Children enjoy organising their own activities and sometimes request staff join in. For example, they sit in small groups, cutting and sticking while chatting to staff who also remind them about safety. Children's behaviour is good and they respond positively to staff

instructions and requests.

Children with special educational needs and/or disabilities are welcomed into the setting and staff have undertaken specific training to support them. For instance, staff learned to sign and have shared this skill with other children who sometimes use this method to support their communication. There are clear procedures in place to support children and enable them all to participate in the programme.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. Adults work closely with them, listening to what they say and encouraging them to express their own ideas and noting the progress they are making. Children are able to choose their play and enjoy the activities available; these are planned by staff using a flexible daily plan covering different areas of the curriculum. Staff provide resources and equipment for many types of play, such as sand and water, and they develop children's understanding through the good questions they ask and the suggestions they make. For example, staff participate in imaginative role play, prompting children to decide on prices of items in the play shop.

There is a system for recording what children do and their achievements, and staff use this to plan for the next steps in children's learning. However, although the observations and assessments cover all areas of development, most of the next steps identified relate to literacy and numeracy, very few cover the other areas of learning. This means that staff cannot ensure rapid progress in every area of development. Plans provide for a variety of play and learning experiences using an interesting range of resources, such as using computer programmes that support children's understanding of numbers and shapes, or malleable materials to develop an understanding of texture. Plans utilise themes which celebrate varied cultures and events in the calendar and staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate.

Children are confident, relaxed and enjoy their time here as staff recognise their skills and praise their achievements. Children's relationships with each other reflect the kind and welcoming attitude of the staff who meet the needs of children successfully. Children's behaviour is good and they play harmoniously together, enjoying opportunities to select from the toys and resources provided. Babies and children lack regular and frequent opportunities to play in the outdoor environment, although they experience some local outings and sometimes can play in the car park under supervision.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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