

# Fieldside Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	503654
<b>Inspection date</b>	21/08/2009
<b>Inspector</b>	Diane Lynn Turner

<b>Setting address</b>	Main Street, Great Heck, Goole, North Yorkshire, DN14 0BQ
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<b>Type of setting</b>	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

Fieldside Day Nursery opened in 2001 and is a privately owned provision. It is situated in Great Heck, near Goole. Children are cared for in three rooms over two floors in a purpose-built building, which has an enclosed area for outdoor play. There is no lift access to the first floor. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. Before and after school care is also provided each weekday from 07.30 to 09.00 and from 15.15 to 18.30 during term time, and from 07.30 to 18.30 during school holidays. A pick up service is provided from the local schools.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register to care for 48 children at any one time. There are currently 109 on roll, 64 of whom are within the early years age group. There are 15 members of staff. Of these, 13 hold an appropriate early years qualification to level 3 and one is working towards this. In addition to the level 3 qualifications one member also has a level 4 childcare qualification, two are working towards an Early Years Foundation degree, one is working towards a degree in Early Childhood Studies and one is working towards level 4 in childcare. There are also two domestic staff employed as a cook and cleaner.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are very welcome to attend and their individuality is recognised and valued by the staff who care for them. They are offered a very good range of interesting activities, with the excellent opportunities for outdoor play being a particular strength of the setting. Parents are recognised as key partners in the children's care and learning and excellent relationships are fostered. The management are committed to developing the service, to ensure continuous improvement and to further enhance a setting that already meets the needs of all children very well.

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

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

- improve the system for ensuring the environment is safe and well maintained in all areas, particularly in relation to the fence
- improve the opportunities for parents to discuss their child's record of progress with staff, to ensure continuity in their learning.

## The leadership and management of the early years provision

The dedicated and caring staff team work very well together and are committed to pursuing training opportunities to further their qualifications and to broaden their expertise. Clear recruitment, vetting and induction procedures ensure any new

members are suitable to work with children and all the required policies and procedures are in place to ensure the setting operates efficiently. Staff demonstrate a good understanding of their responsibilities with regard to safeguarding children and clearly describe how appropriate action would be taken to report any concerns they may have. The building remains secure at all times, with a finger print access system in place on the front door, which ensures no unauthorised persons gain access. Written risk assessments are in place and daily checks are carried out, however, these are not always effective in identifying possible risks. For example, the gap in the fencing in the outdoor area.

Systems are in place to monitor and evaluate the effectiveness of the service. For example, feedback is sought from parents, visits are received from professional advisers, and staff are beginning to use the Ofsted self-evaluation form. The recommendations made at the last inspection have been successfully addressed and other improvements have also been made to enhance the outcomes for children. For example, a wildlife area has been added to the outdoor area and an additional room is currently being constructed, which will be used for the care of the school age children, and to provide specific activities, such as music and movement for the younger children during the day.

Excellent working relationships are in place with the parents and carers. Staff are meticulous in ensuring any new parents feel confident in leaving their child at the setting and help alleviate any anxieties they may have by providing them with lots of useful information. Staff sensitively ask new parents if they want to be informed of any milestones their child may reach whilst at the setting, such as taking their first steps, or whether they would prefer to 'discover' these themselves at home. Those parents spoken to at the inspection were overwhelmingly complimentary about the care provided and the staff. The nursery works very effectively with the schools that children move on to. Reciprocal visits are made and plans are in place for the local school to utilise the new wildlife area at the nursery. This collaboration ensures the transition process is a positive experience for the children.

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

Staff have a very good knowledge and understanding of the Early Years Foundation Stage. They create a very enabling, child-centred and colourful environment and plan a range of interesting activities, which are adapted to suit the individual needs of the children. They understand that every child is unique and ensure those who may have learning difficulties or disabilities are well supported. Staff are very enthusiastic about the activities they offer, which inspires the children to take part, and they develop excellent relationships with them. As a result, the children show spontaneous affection for the staff and readily go to them if they need any reassurance.

All children are very motivated in their play and are making very good progress towards the early learning goals. Staff closely monitor their learning and maintain detailed portfolios to show how they are progressing. However, the system for sharing these with parents is not always effective. Children's personal, social and emotional development is fostered very well on all levels, with the environment

organised to encourage their independence and to help them develop practical life skills. For example, they decide when they would like to play outside and the older ones set the table for lunch and serve their own food. All children are fully immersed in their play and their behaviour is excellent. They share well and the older ones demonstrate a very caring approach towards the younger ones. For example, they make sure they put their sun hat back on if this falls off, and help them to use wheeled toys. As a result, a very harmonious atmosphere is fostered.

Children have excellent opportunities to develop their physical skills and to observe nature in the wonderfully resourced outdoor area. They use the area with gusto, showing very good control as they use the trampoline, play games of football and use the climbing equipment. They run up the grassy mounds with delight and are fully involved in caring for the nursery animals, which includes two donkeys, several chickens, a rabbit and a guinea pig. They are keen to show their newly hatched chicks and the babies laugh delightedly as they experience touching the rabbit's soft fur. They observe wild life in the pond area and are fully involved in learning about their local environment. For example, they watch a farmer harvesting his crop of carrots and observe the boats on the canal. They have excellent opportunities to learn about taking care of their bodies. They clean their teeth before mealtimes, and learn to eat healthily as they plant, tend and harvest their own fruit and vegetables, and help to collect the eggs, which are included in the menu. They demonstrate good appetites and state they like the pasta and broccoli on offer at lunch time, politely requesting second helpings.

Children express themselves creatively and explore various materials and media on a daily basis. For example, they enjoy exploring the large sand area outdoors, and the babies enjoy the feel of the sheer material, which hangs from the ceiling in their room, as they brush past this. They respond with great enjoyment when looking at books and listening to stories and their language and communication skills are developing well. They find their name card as they arrive and put this on the board to show who is present, with the babies being fully involved as parents help them to find their photograph. They know a good many letter sounds and confidently use mark making for a purpose. For example, the older ones are keen to write their name in the cards they make for their friends who are moving onto school. Children develop confidence and understanding in problem solving, reasoning and numeracy. They persevere as they complete jigsaws and the older ones show a good understanding of simple calculation as they play with small world items. They learn how to keep themselves and others safe. For example, they participate in fire drills and know that only one person can use the trampoline at a time. They understand the importance of washing their hands as part of their daily routines, stating that this stops germs that may make them poorly.

## 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?	1
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?	1
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?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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