

# Farlington Day Nursery

Inspection report for early years provision

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**Inspection date** 15/02/2010  
**Inspector** Michele, Karen Beasley

**Setting address** 376 Havant Road, Farlington, Portsmouth, Hampshire, PO6 1NF

**Telephone number** 02392 351205

**Email**

**Type of setting** Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@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

Farlington Day Nursery registered in 2003. It is a privately owned day nursery which offers care to children from birth to five years. It is situated on the outskirts of Portsmouth, close to both infant and junior schools. The nursery operates from a detached home owned by its proprietor/manager. There is a large play area to the rear of the property.

The nursery is registered to provide full day care for 60 children under five years. 121 children are currently on roll. Currently it receives government funding for 38 three and four year old children. The provision has arrangements in place to support children who have special educational needs and/or disabilities and for children who have English as an additional language. The nursery is open throughout the year, from Monday to Friday from 8am to 6pm.

A total of 18 full time staff and 4 part-time staff work in the setting including the manager and deputy. The majority of staff are qualified and two are working towards a qualification. Staff are appropriately trained and/or experienced. The nursery receives support from the Early Years Development and Childcare Partnership. The provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management team have a vision of the nursery and have identified some areas for improvement, although the process of self-evaluation is not yet fully underway. Improvements have been made in the setting since the last inspection; which in turn offers a service which responds well to children's needs. The children settle and have good relationships with staff who value the close working partnership they develop with parents. Staff treat the children with warmth and respect in a safe environment, this fosters children's independence. The setting has several key strengths, such as promoting healthy lifestyles and equality and diversity. Dedicated staff show respect for all individuals associated with the nursery and make them feel part of the group. However, some of the activities for older children are not differentiated to their needs.

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

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

- develop systems of self-evaluation within the nursery to identify and maintain continuous improvement
- ensure observations and assessments are used to inform planning to identify learning priorities enabling each child to achieve their full potential.

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

Staff's understanding of child protection procedures are good and they fully understand their responsibility to report any concerns. The manager and deputy demonstrate a genuine enthusiasm for their work and a clear commitment to reviewing and improving the setting's practice and, therefore, the outcomes for children. The motivated and committed staff team are competent and friendly. Regular opportunities for training ensure they develop new skills as well as keeping up to date with changes. Staff have a good understanding of how children learn, which means children make good progress in their learning. They create an accessible environment that is safe and stimulating. Self-evaluation procedures are used to review the setting's overall practice. However, although there is a clear vision for the future, the self-evaluation process is not fully developed to include staff and parents' contributions.

The setting has effective procedures in place to ensure that the adults having access to children are suitable to do so. There are robust policies and procedures to ensure the safeguarding and welfare of children is clearly understood by the staff team. Children's safety is well managed through regular risk assessments. All resources are checked for safety. Effective procedures within all rooms help prevent the spread of infection.

The staff revisit expectations with the children to remind them about how to play safely. For example; not running inside and sitting on all four legs of the chair when playing. Children are eager to help and quickly respond to requests from staff when it is tidy up time, they work cooperatively with peers to get the job done quickly. Staff then promptly praise them, which promotes self-esteem. The effective deployment of the staff team enables children's learning to be actively promoted and their progress is monitored through use of regular observations.

Staff have a clear understanding of issues relating to equality of opportunity, enabling them to provide a service which is inclusive for all children. They make sure that they understand each child's background and beliefs. Children have contributed to 'All about Me' topics and the nursery is rich and vibrant with representation of an awareness about the society we live in through colourful photographs, posters and artwork around the setting.

The nursery are developing a strong working partnership with the families of children who attend, parents express in 'thank-you' cards that they are very pleased with the flexible service that is offered. Management use questionnaires to gather their thoughts regarding the day to day practice and use these comments to assess the setting's future developments. Children are at the centre of the staff's interests and their care and welfare are very much considered by the staff team. Staff gather valuable information before children start to ensure their welfare needs can be met. This information, together with sensitive observations, gives staff a full insight into the activities that the children will enjoy and benefit from. Parents receive detailed information about all aspects of the provision. Regular newsletters keep parents informed of events and topics through which the

children learn. Parents receive both formal and informal feedback regarding their children's progress. The setting liaises with other settings.

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

Each child has an allocated key carer, which helps children develop trusting relationships with an identified member of staff as they settle. Staff develop routines that support children's care and learning, such as sleep and meal times. This provides a rhythm to children's days that helps them feel secure and settled. Babies are confident, responsive and well settled as they independently explore their toys and resources with staff's attentive and caring support. Staff encourage young children's communication skills by maintaining good eye contact with them as they talk to them. They look at books together and staff model language for children to repeat. Children reflect how they feel valued as they welcome other staff members enthusiastically when they visit their rooms and know their news is of great interest to them. Staff generally promote children's self-esteem through recognising their individuality and praising their efforts.

Staff carry out observational assessments of children's learning which informs their individual learning journeys, observations are consistent and they cover all the areas of learning. Therefore, children's next steps are identified to inform the planning. However, this information is not used to promote children's learning aims through adult-led and child-initiated activities. Staff know the children well, which together with their understanding of the Early Years Foundation Stage, helps children make progress in their learning and development.

Children develop very good relationships with staff and each other. They play well together and staff give them clear and consistent guidance on how to behave appropriately. Staff organise activities that require children to work together, such as group art activities. Staff model politeness and consideration, which children respond well to. Staff gradually introduce younger children to their next room as they move up, which helps most of them develop confidence in readiness for change. Children develop good levels of independence. Babies have space to move away from staff as they develop confidence and feed themselves with a member of staff supporting them when necessary. Older children help at lunchtime as they put away items in their lunch boxes. All children have good opportunities to freely choose their activities and develop confidence as they make decisions and choices.

Children show an exceptional understanding of the importance of maintaining a healthy life-style. A district nurse has visited the setting to talk to the children about being healthy and the nursery has enrolled on a tooth brushing scheme to encourage children to brush their teeth after lunch. A nutritionist has helped to devise a healthy eating menu, this is displayed for parents to view. The older children have their own water bottles so they can access fresh water at all times. Children have use of an imaginative outdoor area during the day. There are areas to plant and grow fruit and vegetables. The children care for the setting's animals such as rabbits, guinea pigs and a hen. A large pirate ship provides role play opportunities and children can practise emergent writing skills on paper provided in

the wooden seated pagoda. These fantastic outdoor opportunities ensure children have fresh air and exercise outside. Children have innovative opportunities to engage in a wide range of physical activities indoors, such as parachute and hopping competitions. This helps children gain a secure understanding about the importance of maintaining a healthy life-style.

Babies and young children are developing a love of books and confidently choose their favourites to share with staff, who all use good strategies to further engage children's interest. The children have many opportunities to work in small and large groups. Children of varying ages all play well together, share, take turns, listen and cooperate with guidance and instructions from the staff team, because of the positive relationships established this helps the children feel safe and secure in the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
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