

Foundations Day Nursery

Inspection report for early years provision

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20/01/2010

Inspector

Rebecca Johnson

Setting address

Jubilee Community Congregation, The Elim Church, 61 Hoo Road, KIDDERMINSTER, Worcestershire, DY10 1NB

Telephone number

07812 969321

Email

admin@sellyelim.org

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
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

Foundations Day Nursery is one of two settings run by the Elim Church Centre. It opened in 2009 and operates from four upstairs rooms in the Jubilee Community Church Centre, Kidderminster. Children have access to an enclosed outdoor play area.

The setting is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. A maximum of 78 children may attend at any one time. There are currently 24 children on roll who attend for a variety of sessions. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are currently five members of staff working with the children, all of whom hold appropriate early years qualifications to at least NVQ level two.

The setting receives support from the local authority and works in partnerships with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners work well together to create a welcoming and caring environment for all children. Excellent inclusive practice ensures that the uniqueness of each child is recognised and met and a range of supporting strategies enables children to develop at a pace which is pertinent to their individual needs. Children make good progress in their learning because practitioners plan and provide a wide range of activities which meet their interests and development. Practitioners are fostering good partnerships with parents and other outside agencies to ensure that the individual needs of all the children are very well met. Systems to monitor and evaluate the practice within the setting to ensure that continuous improvement is maintained are yet to be fully implemented.

What steps need to be taken to improve provision further?

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

- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. Practitioners are diligent in child

protection matters and procedures for vetting and assessing the suitability of practitioners are stringently implemented. Risk assessments are in-depth and cover all areas of the premises and outings which children attend. The premises are secure and additional security procedures have been implemented to further ensure children's safety at all times. In-depth documentation enhances the settings good practice and ensures the safe and efficient management of the provision.

Practitioners are well motivated and skilled and are totally committed to ensuring that children receive a high level of childcare and education. Good systems are in place to support professional development and practitioners regularly attend training courses to extend their knowledge and expertise. There is a genuine commitment to improvement and all members of staff work together to find and implement ways to move the setting forward. However, although, areas for improvement and development have been identified, systems such as the use of the self evaluation form have yet to be fully implemented to ensure that continuous improvement is sustained. Practitioners are very effectively deployed to ensure that children are well supervised and fully supported at all times. Resources are well maintained and stored to enable children to safely and independently select activities for themselves. Equality and diversity is promoted exceptionally well within the setting to help children to develop an awareness of the society they live in. A wide variety of resources and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other.

Practitioners work well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their views are valued and acted upon. Parent's comments are very positive. They say that children are being well looked after and are learning and achieving new things all the time. They say that they are extremely impressed with the excellent standards and how much children enjoy their time there and that practitioners are helpful and friendly. Parents are informed of planned activities and events through monthly newsletters and notice boards. Some links with other provisions who deliver the Early Years Foundation Stage are currently being forged, however, although, practitioners are striving to formulate these links, this is not always reciprocated by other settings.

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

The nursery is totally child orientated and practitioners strive to ensure that children have fun and enjoy all aspects of their time in nursery. Children are confident, happy and well settled in the setting. They are well motivated and rush excitedly to join in with both new and favourite activities, such as, playing in the sensory room and making letters for the post office. They become engrossed in activities as they turn a cardboard box into a work of art using spanners, screwdrivers and screws from the tool chest calling excitedly to both staff and their peers to help them and to join in with the fun. Younger children explore textures such as shaving foam and cornflour gloop and shout with glee as they cover both the dinosaur animals and themselves. Children interact positively both with adults and their peers and actively seek them out to participate in activities, to show off

their achievements or for a hug if they become tired.

Rooms are laid out to develop children's independent skills as they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. They are supported in these choices by competent and knowledgeable practitioners who have developed a good balance between child initiated and adult led activities. Practitioners discuss children's starting points with parents and use this information to plan and provide a range of experiences which enhance development. Both spontaneous and planned observations are undertaken and used to assess children's attainments. Learning journeys to record every child's progress have been implemented. Evaluations, assessments and children's personal choices are used to develop planning and ensure that children enjoy, achieve and move forward at a pace suitable to their individual needs.

Children's behaviour is managed well through clear and concise behaviour management strategies. Practitioners act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends and to be polite and kind to each other. The setting is wholly inclusive. All children are welcomed into the setting and activities are totally accessible to all. Input from outside agencies such as speech and language therapists and physiotherapists guarantees that children with specific needs are fully supported.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy home cooked meals and snacks which consist of a variety of fresh fruit and vegetables. Children's dietary requirements are recognised and met appropriately. Mealtimes are social occasions with children and practitioners sitting together happily chatting about the day. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. They are helped by supportive and caring practitioners to feel secure and safe in their environment.

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	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	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	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