

Fox House Day Nursery

Inspection report for early years provision

Unique reference number 115325
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Inspector Christine Lynne Hodge

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Type of setting 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*.

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Description of the setting

Fox House Day Nursery has been registered since 1993 and is one of two owned by the ABC Nursery Group. It is open five days a week, 51 weeks of the year from 8.00am to 6.00pm. The nursery is situated in Upper Belvedere in the borough of Bexley and operates from a prefabricated building, set back from the main road, on the edge of a school playing field. The setting has sole use of the premises which is comprised of two nursery rooms, bathroom and changing facilities; a reception area and kitchen. There is also a fully enclosed outdoor play area. The provision serves local parents, many of whom work or attend local colleges; both full and part-time places are available. The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 30 children under five year, 10 of whom may be under two years at any one time. There are currently 30 children aged from three months to under five years on roll. The nursery is in receipt of funding and supports children with special educational needs and/or disabilities. A team of eight staff work with the children, including the manager and owner who is currently in the process of completing a Foundation Degree in Early Years. All staff hold a recognised early years qualification to National Vocational Qualification at level 2 or 3. Two staff members are currently working towards a level 3 qualification. The nursery receives support from Bexley Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff at the nursery use their good knowledge of the Early Years Foundation Stage (EYFS) and of the children and their families who attend, to meet the needs of individual children. Safety of children is given high priority and is supported by a number of policies and procedures which are in the process of being updated. The nursery has close working relationships with parents and other professionals. Staff use feedback and advice from the local advisory teacher to contribute to an effective evaluation process. Therefore the setting's ability to maintain continuous improvement and to improve outcomes for children is strong.

What steps need to be taken to improve provision further?

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

- create a stimulating outdoor environment that offers children opportunities for doing things in a different way and on a different scale than when indoors, together with freedom to explore and use their senses
- ensure that all areas of the premises are kept clean and well maintained
- provide children with opportunities to gain experiences outside the nursery and further develop their knowledge of the local community.

The effectiveness of leadership and management of the early years provision

Leadership and management of the nursery is strong. Children are kept safe because systems are in place to ensure that staff are fully aware of child protection issues and their role and responsibility for recording and reporting concerns, in line with Local Safeguarding Children Board procedures. Regular fire drills ensure that staff and children are familiar with emergency evacuation procedures and regular risk assessments help to identify possible hazards, so that necessary safety precautions can be put in place. Rigorous recruitment procedures ensure that all adults working with children are appropriately checked and are suitable to do so.

Children are provided with a stimulating indoor environment rich in posters, pictures, photographs, labels and displays. Resources and activities covering the six areas of learning are age appropriate, well maintained and accessible to all children, encouraging them to be independent and active learners. However, the outdoor area, although regularly used for physical play, is not so well resourced and is not utilised to its full potential.

Staff work well together as a team and build up close relationships with children. They welcome support and advice from the early years advisor and have recently introduced a new system for observation and assessment. Staff are well supported in their continuous professional development and attend training courses whenever possible. Management and staff are all involved in the self-evaluation process and identifying continuous and future improvements. For example, changes have recently been made to nappy changing times and both short and long term action plans have been drawn up. These include new windows being fitted to the building, to develop plans for the garden including a sensory area, training on sign language and the home corner area.

Parents are very positive about the nursery and know their children are happy and progressing well. The nursery operates an open door policy whereby parents can speak to their child's key worker or the manager at any time. A variety of notice boards in the reception area provide good information about the EYFS, menus and healthy eating, policies and procedures and children's activities. Parents are encouraged to participate in activities. For example, a Sikh parent came into the nursery with food and jewellery and showed the children how to make Patka scarves and on another occasion a parent who is a policeman visited the children to talk about road safety and stranger danger. Staff work well with other professionals to support children with special educational needs.

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

Children are happy, confident and settled in the nursery because adults provide a warm, caring and consistent approach to their differing needs. They confidently explore their environment and eagerly take part in a good balance of child initiated and adult led activities that promote all areas of their learning and development

and support their progress towards the early learning goals. Older children demonstrate increasing independence as they make choices about their play, take themselves to the toilet, help themselves to drinks and dish up their own meals. In the baby room, younger children are encouraged to feed themselves and also make choices about their play. Children enjoy looking at books and listening to stories. Staff encourage younger children's communication skills by talking to them, pointing out objects and praising their response. Older children confidently use language to organise their play and to talk to adults. For example, whilst playing a matching game with three other children, a three year old confidently tells the inspector who is sitting with her laptop observing the activity 'you get on with your homework'. Children's emergent writing can be seen in older children's drawing. Many children can recognise numbers and letters. They enjoy writing their own names on their work. Adults encourage children's creativity by providing a range of activities such as free painting, shaving foam, gluing and sticking and junk modelling. Children have great fun playing musical instruments and singing familiar songs. Home corner areas and dressing up clothes in each room encourage children to develop their imaginations and skills for the future. Although the computer is currently in the process of being repaired, children have access to a good range of electronic toys and other cause and effect resources. Children are not currently able to free flow between indoor and outdoor play, although staff ensure that they have access to the garden on a daily basis. However, the main focus of children's time spent in the garden is currently to develop their physical skills, using bikes, scooters, bats and balls and a small slide together with playing ring games. There are limited resources to encourage other areas of children's development when playing outside.

Photographic evidence shows children enjoying visits from the local fire brigade, police and Children's Traffic Club, helping them to learn about road safety and stranger danger. Planting activities and topics about bugs and insects and the rain forest help children to gain an understanding about the natural world. The celebration of different festivals supports their awareness of the wider world and toys and resources are also available to further support children in valuing people's differences. Children do not have opportunities to go on visits outside the nursery to help them learn about the local community.

Observation and assessment is used effectively to plan for children's individual learning needs based on their likes and interests and to track their progress across the six areas of learning. Activities and some resources are differentiated to take into account children's starting points and capabilities. Children with special educational needs and/or disabilities are supported well within the setting; staff work with parents and other professional to draw up and implement individual educational plans for children.

Although the premises are generally clean the plastic changing table in the bathroom is rather grubby and the changing mat has a large split in it, exposing children to possible germs. Children are encouraged to adopt healthy lifestyles. Staff teach them to be active and to understand the importance of fresh air and physical activity as well as adopting healthy habits and good hygiene practices. Visual pictures in the bathroom help to remind children about the importance of hand washing. Antibacterial liquid soap and paper hand towels are provided and

children are taught to dispose of them correctly. Water is available for children to drink throughout the day and healthy snacks and freshly cooked meals are prepared and cooked in the nursery kitchen, by staff who hold a food hygiene certificate. Children are encouraged to dish up their own food and staff sit with them to create a nice social occasion. The nursery has good procedures in place to ensure that children's dietary requirements are met. Children form good friendships and play well together, sharing and taking turns using equipment in the water trolley and when playing games. Staff act as good role models and constantly praise and encourage children's achievements to promote their self-esteem.

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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