

Small Friends Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY152460
Inspection date	03/06/2010
Inspector	Patricia Mary Champion

Setting address	15 Rectory Grove, Leigh-on-Sea, Essex, SS9 2HA
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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*.

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

Small Friends Children's Day Nursery is privately owned. It opened in 2001 and operates from a converted building in the centre of Leigh-on-Sea, Essex. A maximum of 40 children may attend the nursery at any one time. The nursery opens five days a week all year round and a breakfast and after school club operates during school term times. Operating times are from 8.00am until 6.00pm.

There are currently 100 children aged from 22 months to 10 years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, out of school care or full day care. The nursery serves the local community and surrounding areas and the out of school club serves children attending North Street Infant and Junior Schools. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 10 staff, of whom nine of the staff, including the manager hold appropriate early years qualifications. There are two staff currently working towards further early years qualifications. The nursery also employs a cook. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children really enjoy their time in the nursery and are making good progress in all areas of learning. They are each valued and treated with kindness and respect by staff who ensure that the children are safe and secure at all times. There are extremely effective partnerships with parents, outside agencies and early years professionals to ensure that strong support is provided for children's unique needs. Reflective practice by the management and staff team ensures that the priorities for development are mostly identified and acted on, resulting in a provision which responds effectively to support families.

What steps need to be taken to improve provision further?

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

- develop further reflective practice and self-evaluation to identify the setting's strengths and widen the priorities for development that will enhance the quality of provision for all children
- review the organisation of play space and equipment to ensure that there is more scope for free movement and well-spread activities to enable all children to achieve as much as they can.

The effectiveness of leadership and management of the early years provision

The staff team are fully aware of their responsibilities and there is a very positive team spirit. High staffing ratios are consistently maintained with good contingency plans in place to cover staff absence. The management of the nursery continually review the written policies and procedures and these are promptly shared with both the staff team and parents. Risk assessments are carried out to ensure that children are safe inside the nursery and while on outings. The staff follow well-established daily routines to keep the setting very clean and hygienic. Children are protected as the robust recruitment and vetting procedures ensure that all staff are suitable to work in the setting. There are effective safeguarding procedures in place for identifying any child at risk of harm. This ensures that staff act in the best interests of children if they have concerns about their welfare.

Play materials within the nursery are plentiful and varied, promoting all areas of learning. Space and resources are mostly effectively organised to meet the children's needs and children are able to self-select and initiate their own play. An outdoor courtyard has been imaginatively created to enable children to play in the fresh air everyday. However, the recent purchase of superb physical play equipment has resulted in less play space in one room for free movement or well-spread activities to enable the children to achieve as much as they can. The management and staff are committed to providing a good service to children and their families. They evaluate activities and conduct regular performance appraisals in order to make developments. Staff enthusiastically attend training courses to keep their knowledge up to date, which leads to improved care and education for children. The nursery owner and manager are aware that developing further the self-evaluation to all aspects of the provision will enable them to widen the areas for development and enhance outcomes for all children.

There are excellent arrangements with parents and other professionals to provide support for children with special educational needs or disabilities. Children experience very effective and supportive procedures to settle them in successfully and the information collected contributes to personalised individual learning plans. Visual prompts and resources are provided to develop language skills and support children who speak English as an additional language. Exceedingly good links have been developed with local schools to ensure that there are smooth transitions into full-time education. Staff regularly attend cluster meetings or share communication diaries to liaise with other early years practitioners. These partnerships are particularly effective in promoting continuity in children's learning when they attend more than one setting.

The partnership with parents and carers is outstanding. All families are made to feel extremely welcome as staff recognise that it is integral to the well-being of the children in their care. A wealth of information is shared about the activities children enjoy and important notices are clearly displayed in relation to health and safety arrangements. Parents frequently meet with key persons to discuss their children's progress and see and contribute to their records. Their views are actively sought through questionnaires and discussions. Parents are extremely keen to express

their satisfaction and say they are delighted with the care and education their children receive.

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

Children are active learners and delight in taking part in a wide range of stimulating learning experiences that cover all areas of development. Interaction between the staff and children is good. Staff direct targeted questions to elicit thoughtful answers. Children are very curious and are encouraged to think creatively and express their ideas coherently. Staff know their key children well and are able to identify how they learn and provide activities accordingly. Achievements and progress made are noted by key persons and considered when planning the next phase in learning. Staff use photographs to illustrate their observations and each child has a well-presented record of their learning journey.

Children's independence skills are well supported as they attempt to put on their jackets and shoes before going outdoors or they deal with their own hygiene needs. They persevere in their tasks and show pride in their achievements. Children respond well to the staff's expectation for good behaviour. They play harmoniously together and learn to respect and take care of each other. They eagerly help staff with simple tasks such as laying the table at mealtimes or collecting name cards. They learn about the wider world through investigating play materials and by looking at books and posters that show positive images of diversity. Traditional and community events are celebrated and interesting activities are planned to link with cultural festivals or charity fundraising.

Children use their imagination as they enthusiastically act out role play scenarios. Good quality resources in relation to shopping and using a hairdresser are readily accessible or children help make props linked to the pirate theme to enhance their ideas. Children take pleasure in singing and exploring sound using a range of musical instruments. They take part in simple calculation during number rhymes as they work out how many currant buns are left if one is taken away. The computer and educational software is used well to encourage children with their problem-solving and technology skills. They make effective gains in their learning and this is contributing to their future economic well-being.

Children feel safe because they form close relationships with the staff who consistently ensure that their needs come first. Fire drills are regularly practised so that everyone can swiftly evacuate the premises in the event of an emergency. Children meet with representatives from the emergency services so that they learn about possible dangers and how important it is to keep themselves safe. They learn to use tools such as scissors and cutlery with care. Children are mindful of the effects of hot temperatures and regularly pour drinks, wear sun hats and play in shaded areas outdoors. Healthy lifestyles are promoted and a wide range of indoor physical apparatus is available so that children develop coordination and strong climbing and balancing skills. Children understand the importance of hand washing and a varied and nutritious menu is provided everyday. The staff

recognise when children are tired and space is provided in a quiet corner so that they can sleep peacefully and undisturbed.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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