



Furzehill Childcare Centre

Inspection report for early years provision

Unique Reference Number	149788
Inspection date	28 February 2006
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Registered person	Jill Wade-Smith
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Furzehill Childcare Centre opened under the present management in 2001. It is a privately owned Centre and operates from purpose built premises, which are attached to Shanklin Church of England Primary School on the Isle of Wight. The centre has sole use of their own fully enclosed out door play area. Children are able to attend from all areas of the island. Furzehill Childcare Centre provides full day care and children may attend for a variety of sessions. The Nursery and Out of School

clubs operate at the following times from Monday to Friday. The breakfast club runs from 08:00 to 08:45, pre-school sessions are from 08:45 to 11:30 and 12:30 to 15:00. Lunch care is provided from 11:30 to 12:30 and the after school club runs from 15:00 to 17:30. The toddler and baby room operate a morning session from 08:00 to 13:00 and an afternoon session from 13:00 to 17:30. A holiday club operates from 08:00 to 17:30 Monday to Friday during school holidays and children may attend all or part of the day. Furzehill Childcare Centre does not open on bank holidays or for two weeks over the Christmas holiday period.

There are currently 157 children on roll, of these, 32 are in receipt of funding for nursery education. Furzehill Childcare Centre supports children with special needs and children who speak English as an additional language. There are currently 20 staff in total who work with the children across all areas of the provision. Of these, 8 regularly work with the children who receive funding for nursery education. Most staff have a relevant early years qualification and are experienced. All members of staff regularly attend training programmes to further develop their knowledge in childcare. Furzehill Childcare Centre work closely with the school and receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children learn the importance of good personal hygiene through daily discussions and routines; for example, they wash their hands at appropriate times and often talk about 'washing off the germs'. Children are exceptionally well protected and enjoy a clean and healthy environment because the staff consistently implement stringent hygiene procedures to help prevent the possible spread of infection. Comprehensive procedures are in place to ensure children's dietary needs and any allergies are clearly recorded and all staff are informed, helping to keep the children healthy.

Children benefit from the flexibility of the systems used during snack and meal times. They can have snack and lunch when they feel hungry due to the cafeteria style system being used. Snack is available for one hour twice a day and lunch can be taken at any time during a two hour period. Children are learning to 'self care' as they choose when to eat and drink. This system means the children are never stopped in mid-flow during activities and are able to complete tasks to their satisfaction, enabling them to reach their full potential and gain the most from the daily activities and routines. Snack and meal times are great social events as staff sit with the children engaging them in purposeful conversation, this helps them to learn the importance of healthy eating as they talk about the foods they enjoy and what is good for them.

Staff have a clear understanding of the procedures to follow when recording accidents and the administration of medication. Parents are required to sign to acknowledge the entries, keeping them informed at all times. All staff in the setting have a first aid qualification, ensuring that children will be attended to immediately and appropriately if they have an accident. Fully stocked first aid boxes are stored

around the setting to ensure there is no delay if an accident occurs.

Children of all ages have ample opportunities to develop their physical skills inside and in the garden area. They are able to practise crawling, running, jumping and climbing using an extensive range of apparatus throughout the setting. Children are beginning to learn about healthy lifestyles as they talk about the fresh air being good for them during physical activities.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children enjoy a safe and secure environment because staff are extremely vigilant and remove any possible hazards to protect the children in their care; for example, reminding children not to leave things in the middle of the floor where others can trip over them. Comprehensive written risk assessments are undertaken regularly, ensuring that all areas of the nursery and the equipment used is safe for the children. They are learning the importance of keeping themselves safe through the settings routines; such as, practising regular fire drills at different times to ensure all children who use the setting understand what to do in an emergency.

Children benefit greatly from the extensive range of equipment and resources used daily in the setting. Resources are stored at a low-level and are easily accessible to the children, developing their independence and freedom of choice. All areas of the nursery are vibrant and stimulating with a substantial range of posters and photographs on show. Children's work is displayed brightly and useful information to support children, parents and staff is all around the walls, making all visitors and families feel welcome. All areas of the setting are very clean and well maintained.

Children are extremely well protected because all staff have attended child protection training and have a detailed understanding of child protection procedures. Access to the building is monitored ensuring no unauthorised people have access to the children. All visitors must ring a bell and wait to be greeted by a member of staff. All visitors have to sign in, ensuring a full record of everyone on the premises is maintained at all times, helping to protect the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arriving at the nursery are eager to join in with the activities which they self-select from the extensive and stimulating range the nursery offers. They benefit greatly from the organisation and layout of the setting. Children free-flow between the activities and play areas of the nursery and outside, building their confidence, self-esteem and freedom of choice. Staff effectively support the children in their chosen activity. They are skilful in their interaction, constantly encouraging children to expand on their own knowledge and skills; for example, children dressing-up are supported whilst being encouraged to undertake as much of the dressing themselves as they are able, further encouraging their self-care skills.

Children of all ages mix freely, benefiting from observing and learning the skills of their peer group. The setting is flexible to meet the needs of the children and staff supervise the interaction exceptionally well, enabling all the children to play together, building strong relationships. Staff effectively use the Birth to three matters framework to support and enhance the development of children under 3-years-old. Children's individual progress is monitored and activities are planned to ensure their next steps are being met. Staff interact extremely well with children of all ages, developing their speech and social skills, enabling them to become skilful communicators as the progress through the nursery.

Nursery Education

The quality of teaching and learning is outstanding. Children are making rapid progress towards the early learning goals in all areas. The whole staff team have an extremely clear understanding of the Foundation Stage and deliver the planned curriculum exceptionally well. Staff make the most of incidental learning opportunities throughout the day because of their experience and clear understanding of their aims for the children. The stimulating activities are linked to individual stepping stones. Staff fully understand the importance of high quality observations and assessments of the children. The information gathered is discussed in detail at staff meetings and the whole curriculum is planned around the needs of each child who attends. Staff are given time to observe their children and also to write up the observations and analyse their findings, ensuring the activities provided are pitched at the right level and provide sufficient challenges for all the children.

Staff are exceptionally skilful at extending the children's vocabulary and learning and enriching their experiences at every opportunity. They listen carefully when the children speak and respond with enthusiasm and interest. Every single member of staff in the setting is highly motivated and they all provide a consistent and exceptionally high standard of activities. Staff are animated, fully engaging the children in innovative activities; for example, the routine cooking activity encompassed every area of learning. Staff often provide additional resources to expand on the children's play or leave resources out following more structured activities; for example, leaving the peat and trowels out after a gardening activity to enable the children to practise their skills further during free-play, consolidating their learning.

Children are extremely interested, excited and motivated to learn, they eagerly join in the extensive range of stimulating, well organised activities. Children openly ask for additional resources, showing a high level of self-confidence and good self-esteem throughout the day. Children are able to concentrate and sit quietly when appropriate; for example, listening to instructions when planting flowers in the outdoor play area, playing board games, negotiating roles and deciding on characters during role-play. Children interact with others exceptionally well, they talk clearly and are able to listen carefully when required. They enjoy handling and reading books, often predicting what will happen next as they pretend to read to each other in the comfortable book corner. Children have many opportunities to recognise letters of the alphabet during the day, staff encourage the children when they are finding their names and help them to identify letters on labels when they are looking for equipment. Children practise their emergent writing skills throughout the sessions,

through incidental opportunities and practical activities encouraging them to write for different purposes, learning that text has meaning.

Children confidently count everyday objects up to and above 10 during free-play and practical activities. They recognise numerals and are beginning to calculate using simple addition and subtraction using groups of objects. Children use mathematical language at every opportunity to describe shape, size, position and quantity during their play. Children use an extensive range of natural objects and manmade resources during their activities and are given the time to investigate and explore using all of their senses. They use everyday technology with ease and confidence and are developing sound computer skills, supported well by the staff team.

Children are able to use their imaginations exceptionally well during role-play. Children successfully negotiate roles and play extremely co-operatively together. They dress-up as dragons, princesses, teddy bears and firemen. The four children discuss what they are going to do and act out their story, they take turns talking and are able to explain their ideas clearly; for example, 'you be a bad dragon and make a fire, then I can rescue the princess and her teddy bear and we'll all be safe'. Another child replies 'Okay, but rescue the teddy bear first, so I can be dead for longer, then I can wake up like sleeping beauty and we can be happy ever after!'. A member of staff observes the huddle and listens carefully to what is happening, she decides the children have it all under control and moves away, not interrupting their thoughts or the natural development of their play, showing a strong understanding of the children's developmental needs and their individual capabilities.

Helping children make a positive contribution

The provision is outstanding.

Staff have an exceptionally clear understanding of equal opportunities and implement the settings comprehensive policies effectively. Each child is treated as an individual and staff work closely with all the parents to ensure the children's needs are being met in the best possible way. Staff take the time to get to know each child and their families well, they are friendly and approachable and work hard to build trusting relationships. Staff are able to talk to the children about events at home, siblings and other family members, helping to develop strong relationships with the children. They have equal access and time to participate fully in all the vast range of activities provided. Children have access to a wide variety of multi-cultural resources, activities and planned themes, helping to further develop their understanding of the world around them. Children's social, moral, spiritual and cultural development is fostered appropriately.

The setting has clear procedures in place to support children with special needs and who have English as an additional language. The special needs co-ordinator has attended training and has a detailed knowledge of her role and responsibilities. She works closely with the parents and liaises effectively with other agencies to fully support the children and their families effectively. Individual groups and sessions, such as 'Little Talkers' are incorporated into the programme to support the children and build their confidence within the group environment.

Children are extremely well behaved because clear rules and boundaries are implemented consistently by all members of the staff team. Children know exactly what is expected of them and they respond well to the high expectations of the staff. The full daily programme ensures children are busy and engaged in activities at all times. Staff praise and encourage the children at every opportunity. Children feel valued and respected because they are listened to and staff respond fairly. Children are exceptionally well mannered and polite because staff are very positive role-models, they thank the children and say please when asking them to do something. Children learn from this behaviour and use their manners well, rarely having to be reminded.

Children benefit greatly from the strong relationships between their parents and the staff. Parents reflect that they are very happy with the nursery, they are kept fully informed about their children's experiences and progress. Staff always make time to speak to the parents and details of the Birth to three matters framework is displayed clearly on the parents notice board. The owner meets with all parents to discuss the format and explain how the children benefit from the system in the setting. They have access to their children's records at any time on request, helping to keep them fully informed of the children's progress and their next steps.

The partnership with parents of children who receive funding for nursery education is outstanding. Parents receive high quality, detailed information about the Foundation Stage and the early learning goals in the group prospectus. The notice board is used effectively to display the planned curriculum and parents can see how the needs of their child are being met and how it is incorporated into the daily routines and activities. Parents are exceptionally well informed about their children's progress. During the child's first term in the setting an appointment is arranged to talk about the initial assessment of the children and to discuss their individual needs, following observations during practical activities. After this, parents have termly meetings with either the owner or their child's key worker to talk about the progress they are making. Parents receive a full written report during the term before they go to school. Throughout their child's time at the setting they have access to their children's records at any time on request.

The staff work extremely hard to involve parents in their children's learning and share what they know about their child. The setting has an open door policy and parents are welcomed into the group at any time. Specific sessions, such as music groups have been introduced to encourage parents to stay for part or all of the session. Key workers make themselves available to talk about the children and share ideas for activities at home for the parents to participate in with their children, continually strengthening the effective links between the nursery and home.

Organisation

The organisation is outstanding.

Daily routines are organised exceptionally well and run extremely smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and stimulated throughout the day, which has a very

positive effect on behaviour. The ratio's are maintained at all times and staff deployment is effective, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. Comprehensive and detailed procedures are in place to ensure all adults are checked. New staff complete an in depth induction programme, ensuring children are safe. Children are exceptionally well protected because all policies and procedures are implemented effectively. All the required paperwork and documentation is maintained to a very high standard and is readily available for inspection at any time.

The leadership and management of the setting is outstanding. The owner plays an active role in the nursery, providing strong support for the whole staff team. She has a clear vision for the setting and plans are going ahead for the setting to become a children's centre later this year. Clear roles and responsibilities are defined, ensuring that procedures are followed to protect the children and the staff effectively. The well established staff team work closely together providing a vibrant, stimulating and exciting environment for all the children. The owner and staff team continually monitor, review and evaluate routines and daily activities to ensure they work well and the aims and objectives of each activity are met. They adapt activities and change resources as necessary to improve the overall programme. Staff appraisals are completed annually and the staff draw up the following years training programme, providing them with the skills to successfully deliver the curriculum to all the children. The entire staff team are devoted and are strongly committed to the improvement of care and education for all children. Children benefit from the experience and qualifications of the staff team because the staff have a clear understanding of their individual needs.

Improvements since the last inspection

At the last inspection the setting was asked to update documentation to include the procedures that would be followed for behaviour management in relation to bullying and the contact details for Ofsted for parents wishing to make a complaint. Ensure all records in relation to medication and accidents evidence how parents have been informed. The policies are continually reviewed and now include a section regarding procedures to deal with bullying. The entire complaints procedure has been updated in line with the new regulations and parents are required to sign the medication and accident records to acknowledge that they are aware of any incidents, keeping them fully informed at all times, helping to protect the children.

Nursery Education

At the last inspection the setting was asked to further develop the daily written plans for activities, to identify the stepping stones of children's learning aimed for. The curriculum planning now clearly shows which stepping stones are being covered and also identifies children's individual needs to ensure they continue to make rapid progress towards all the early learning goals.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk