



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY223136

DfES Number:

INSPECTION DETAILS

Inspection Date	24/09/2003
Inspector Name	Joanna, Kirsten Scott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fitzsimmons Place Nursery
Setting Address	32 Portsmouth Road Guildford Surrey GU2 4DJ

REGISTERED PROVIDER DETAILS

Name	Miss Kaye Lisa Sutton
------	-----------------------

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Fitzsimmons Place Nursery was registered under new ownership in 2002. It operates from a large detached house close to the centre of Guildford, with a garden and separate hall available for play. The nursery serves the local area.

It is registered to provide care for 128 children under eight years, with no more than 36 under two years. The day nursery cares for children aged three months to five years, and the holiday playscheme for school age children under eight years. There are currently 91 children from three months to four years on roll. This includes five funded three year olds and two funded four year olds. Children attend for a variety of sessions. The group make provision for children with special needs and those who speak English as an additional language.

The group opens five days a week all year round except for Christmas and bank holidays. The play scheme operates during school holidays. The core hours for day care are 08:00 to 18:00 hours, with additional care available from 07:00 to 08:00 hours, and 18:00 to 19:00 hours. Children can attend for morning and or afternoon sessions.

Nineteen full time staff work with the children, nine of whom have an early years qualification, and eight who are currently on training programmes. The setting receives support from the Early Years Childcare Service (EYCS).

How good is the Day Care?

Fitzsimmons Place Nursery provides good care for children aged from three months to eight years.

The management ensures staff are suitably qualified and is pro-active in accessing relevant training. The staff work well as a team to ensure the smooth running of the nursery. Staff meet children's needs effectively, although do not operate a key worker system. Areas accessible to the children are well organised, enabling children to make good use of equipment and gain independence and confidence.

The group go on regular outings to extend knowledge and understanding of the outdoor world. Policies and procedures are in place and understood by staff. Documentation is in place.

Staff have a good awareness of safety and take steps to minimize risks. Close circuit television is used to monitor access into the building. Health and hygiene is promoted within the setting. All meals provided are healthy and nutritious, and take into account the dietary needs of all children. They have a clear understanding of child protection procedures.

Play opportunities are provided which are planned well, ensuring children's individual needs are identified to help them progress in all areas of learning, although there are some opportunities missed to promote equal opportunities. Not all staff have sufficient understanding of special needs. The interaction between staff and children is warm and caring. Clear set guidelines for behaviour are in place, helping the children to feel safe and secure.

A very good partnership with parents is developed through the parents committee, regular newsletters and arranging activities which parents are encouraged to take part in.

What has improved since the last inspection?

Previously a new registration.

What is being done well?

- Management have a strong commitment to providing staff training, enabling them to have the necessary skills to do the job.
- Management and staff work well together as a team, the daily operation of the nursery runs smoothly.
- Staff are child focused, and their interaction with the children is positive and encouraging which supports the children's learning.
- The use of the hall and garden promotes development of the children's gross motor skills.
- The children make use of different areas of the building, they are confident in their surroundings.
- The staff work to develop the relationship between the nursery and home, promoting working in partnership with parents.

What needs to be improved?

- the children's awareness of other cultures
- special needs training and development for staff.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
9	Develop the children's awareness of other cultures by providing more opportunities for them to have access to everyday practical activities that reflect their environment.
10	Ensure that staff access special needs training, and have procedures in place to support children and parents within the setting.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The quality of nursery education offered by Fitzsimmons Place Nursery is good with children making generally good progress towards the early learning goals.

The quality of teaching is very good. Staff develop supportive relationships with children. They provide them with a range of activities and practical experiences to maintain their interest and broaden their learning which is structured within a balanced curriculum. There is a set daily structure where children are able to choose their activities and work independently as well as taking part in adult directed exercises. Effective long term plans are in place and these are used to create meaningful weekly plans that cover specific themes and link into the key areas of learning. Through assessments staff are able to work at the children's own pace and provide them with specific challenges to reinforce their learning. However, there are few resources that reflect children's different cultures and at times children have limited access to the full range of activities available.

The leadership and management of the nursery is very good. Staff relate well to team leaders and the manager. Staff receive their own handbook and guidance and the manager ensures that they clearly understand the procedures. Supervision and appraisals are in place and staff are encouraged to take advantage of training opportunities. The management has an 'open door' policy and recognises the skills of the staff and tries to provide opportunities for them to excel in specific areas of their choice.

Partnership with parents and carers is very good. The nursery is welcoming to parents. They receive a comprehensive booklet about the nursery when the child begins and ongoing progress is shared on a daily basis and at parent consultations. The parents' notice board is helpful as it provides them with current information on topics and suggestions how they can become involved. There is also an active parents' committee.

What is being done well?

- Children's personal, social and emotional development is very good. They interact well with their peers and adults, they show confidence and are able to work on their own. Behaviour is excellent.
- Team leaders have a sound knowledge of the early learning goals and effectively involve other members of staff in presenting assessments on children's learning.
- Areas of physical play where the children have a rich and stimulating outside play experience. Staff skilfully make use of the facilities to develop children's confidence in their physical capabilities.

- | |
|--|
| <ul style="list-style-type: none">● Partnership with parents is strong and views of parents are valued and acted upon by management and staff. |
|--|

What needs to be improved?
<ul style="list-style-type: none">● staff's awareness to extend learning when using resources in supervised activities that promote children's learning in different sizes and shapes● the range of facilities available, including the writing corner, for children to access, especially during times when the pre-school numbers are low and not all the rooms are used.

What has improved since the last inspection?
not applicable as this is the first inspection since registration

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and interact positively with each other and adults within the group. They establish good relationships and engage in co-operative play. Organisation of activities and equipment provide opportunities for children to develop confidence with familiar activities and have sufficient challenge to develop skills with new experiences. Children are encouraged to take part in group discussions and each child's views are listened to.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have the confidence to ask questions, express views and use language to communicate their feelings and experiences. Children show interest in books. Children link sounds with time and music and they enjoy group songs. Printed words are placed in areas and opportunities to write and make marks are available. However at times there is limited access to the writing corner for children to experiment and practise their skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills. They use every opportunity to count throughout the day and songs and rhymes make early calculating fun. Opportunities through role play provide children with a foundation for understanding buying and selling and this is extended with visits to local shops. Children's awareness of specific shapes and sizes is not extended through planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children take advantage of their surrounding areas outside to explore nature and the world of mini beasts and they develop care and understanding. They build and design with large and small materials. Children learn about technology by having access to a computer where they can work independently, although access is occasionally limited. Children are provided with good opportunities to develop a sense of community however limited practical equipment is available that reflects other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with co-ordination and a sense of direction. They show ability to control speed and have spatial awareness, both indoors and outside. They use their bodies to investigate different ways of moving. Children use a range of large and small apparatus with increasing confidence. Location of nursery rooms however restricts access for children with a physical disability. Children learn about healthy eating through meal and snack times when freshly prepared food is available.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Most children name a range of colours and show interest in the way colours can be mixed together. They explore different materials using their senses. Children enjoy singing and music and join in enthusiastically. They use their imaginations in role play and some children play co-operatively, supported effectively by the involvement of staff in their play.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issues
- encourage children to talk about different shapes and sizes especially when using shapes as part of a planned activity
- ensure that, during quieter times, the more able children have opportunities to make use of the full facilities of the nursery, including the writing corner and computer area.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.