



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511769

DfES Number: 582942

### INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Miriam Sheila Brown

### SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Little Foxes
Setting Address	Foxmoor School Hunters Way Cashes Green Stroud, Gloucestershire GL5 4UL

### REGISTERED PROVIDER DETAILS

Name	The Committee of Little Foxes
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### ORGANISATION DETAILS

Name	Little Foxes
Address	Foxmoor School Hunters Way,, Stroud Glos GL5 4UL

## 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

Little Foxes Nursery has been established since 1994 and operates from an Elliot building situated within the grounds of Foxmoor Primary School, Stroud. It is managed by a committee, comprising of school governors, parents and nursery staff, and mainly serves the local community. Little Foxes is registered to provide sessional care for 20 children aged from 2 to 5 years, and accepts children from 2 years 9 months. It runs daily sessions Monday to Friday 09.00 - 11.30 and Monday, Tuesday and Thursday afternoons from 12.30 to 15.00.

There are currently 47 children on roll and of these, 42 are funded 3-year-olds. The group do not currently support children with special needs or those for whom English is an additional language. There are eight staff, four of whom hold relevant National Vocational Qualifications, or equivalent, at either level 2 or 3.

The group is a member of the Pre-School Learning Alliance and is supported by an early years advisor.

Little Foxes also provides care for children before and after school, 08.00 to 09.00 and 15.15 to 18.15, weekdays during school terms. School-aged children may attend the after-school club until they reach the age of 11 years.

### How good is the Day Care?

Little Foxes Nursery and After School Club (ASC) provides good care for children. The premises are bright, clean and welcoming and have many attractive displays of children's work, from both the nursery and ASC. The room is well organised to provide a good range of play experiences for both groups. The range of toys and resources are used well to assist in children's play and development.

Safety issues are well addressed and staff are vigilant in protecting children. Basic hygiene is generally well addressed although there is scope to improve hand drying facilities. Accident and medication records are well documented but some permissions for emergency medical treatment are not in place. Nursery children

enjoy a variety of snacks and the ASC provide light meals chosen by the children. Staff have a good awareness of child protection issues and most have received child protection training.

The wide range activities and topic work to support children in all areas of their play and development, is appropriate to the different age groups. Children choose their activities independently in both groups. The resources support all aspects of equal opportunities and are equally available to boys and girls. Staff are experienced in caring for children with special educational needs. Children's behaviour is very good and they respond well to the staff who are consistent, caring and firm. Children attending the ASC are encouraged to take responsibility for their actions and develop their own rules for their club.

Parents are offered good information about the setting through the notice board, newsletters, parent evenings, informal discussion and key worker reports. All group policies are easily available and are comprehensive in the information offered although the complaints procedures do not include a contact for the regulatory body. Parental and ASC children's feedback sheets strongly support both groups and their staff.

#### **What has improved since the last inspection?**

There were no actions or recommendations from the last inspection.

#### **What is being done well?**

- The variety of play opportunities in both the nursery and the after school club are very good. Nursery children choose from a balanced range of activities each day, which reflect all aspects of their development. After school children use some nursery resources and also have those which are specific to the older age group.
- Planning of play activities for the after school club is very good. Staff and children have jointly produced a book of activities which offer suggestions for children's art and craft and group games. A policy outlining specific activities for older children such as skate boarding is also in place.
- Children with special educational needs are well supported within the group. All relevant documentation is in place and is shared with parents and other health professionals. Key workers make detailed observations and play plans indicate staff taking responsibility, length of time for one-to-one support and specific aims and language to be used.
- Children's behaviour is excellent. They relate well to staff and new children to the group at the time of inspection, settled easily, clearly very comfortable with the staff and setting. The few rules are gently but consistently applied by staff.

#### **What needs to be improved?**

- permission for emergency medical treatment from parents of children attending the nursery
- the hand drying facilities
- the information offered to parents regarding the complaints procedure.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### 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
7	Request written permission from parents for seeking emergency medical advice or treatment.
12	Develop the written complaints procedures to include contact details for Ofsted.

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

### How effective is the nursery education?

Little Foxes Nursery provides good quality nursery education and children are making generally good progress towards the early learning goals. Children's personal, social and emotional development, mathematical, physical and creative development and knowledge and understanding of the world is very good. Communication, language and literacy is generally good.

Teaching is generally good and staff have a very good knowledge of the early learning goals and how these are used to assist in children's learning. Staff support the children appropriately and provide a range of good opportunities to help them develop in most areas of learning. However, plans do not always link clearly to the stepping stones and some opportunities to support more able children's early reading and writing, are missed. Staff manage children's behaviour very well and provide excellent role models for them. Support for children with special needs is effective and individual needs well addressed. Assessments and observations are completed regularly and used to assist in meeting children's needs.

The leadership and management of the nursery is generally good. There is an effective staff team who work well together and who are committed to ongoing improvement. They regularly assess their own strengths and weaknesses through weekly staff meetings, feedback from parents and outside agencies. Staff have regular work appraisals but the current system does not include the group leader. There is scope to improve the communication between the nursery and the school.

The partnership with parents is very good. Parents are provided with good information about the setting through regular newsletters, notice boards and informal discussion. Parents are invited to open evenings, receive regular written reports from their child's key worker and have easy access to children's work records. Feedback from parents offer strong support for the nursery.

### What is being done well?

- The programme for personal, social and emotional development is very good. The sessions are well organised to encourage children's developing independence, self-esteem, confidence and sense of belonging. This is assisted by staff who have clear expectations of children's behaviour and provide positive role models for them.
- Children's mathematical development is well supported through planned activities, group routines and incidental opportunities, for example, good questioning by staff to develop children's understanding when asking about reason for the number on the book area door.
- Children have many good opportunities to explore and investigate, extend their designing skills and learn about time, through well planned activities and

staff interactions, for example discussing what happens when a balloon deflates.

#### **What needs to be improved?**

- medium and short term plans to include clearer links to the areas of learning and the stepping stones
- the appraisal system for senior staff and communication between the nursery and school
- some aspects of the programme for communication, language and literacy, for more able children.

#### **What has improved since the last inspection?**

The nursery agreed to address three points for consideration at the last inspection. These were to improve the system to record assessments, provide more opportunities for children to explore and select materials and to maximise problem solving opportunities.

The nursery have made very good progress in these areas. Assessments now follow the Foundation Stage guidelines and are supported by children's dated samples of work, which are kept in individual folders and are easily accessible to parents.

Following the last inspection staff have reorganised resources giving the children many good opportunities to enable them to select materials and activities for themselves, increasing their independence and self-esteem.

Snack times and other group routines such as circle time have been developed to provide children with many good opportunities to practise their problem solving, for example matching correct number of cups to the children and negotiating with others when playing in size restricted places such as the book area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy and settled within the group. They sit quietly at registration and circle times and join in with adult-led activities by their own choice. Children are starting to form friendship groups and relate very well to the staff. Some are starting to work independently for extended periods of time and are confident in seeking assistance from staff when needed. Topic work, local visits and visitors to the nursery support their developing sense of belonging and community very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and enjoy recalling favourite stories such as 'Kipper', during group circle times. They are growing in their awareness of print carrying meaning and enjoy making marks and using their early writing skills in imaginary play and in craft activities. However, more able children have limited opportunities to practise these skills. The inviting reading area provides children with good opportunities to enjoy books and they handle these well, turning pages carefully.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to practise counting and are encouraged to recognise numerals during their play. They estimate how many cups are needed for each person and then count to see if they are right, developing their early problem solving effectively. Children enjoy singing number rhymes, using appropriate actions. They have a good awareness of basic shapes and are starting to use mathematical vocabulary in their play. They sort and sequence using table top toys.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy exploring and investigating a wide range of materials such as cornflake-paint, dough and papier mache. They build and design using recycled materials and construction sets. Children's awareness of everyday technology is well supported through use of the microwave and cassette machine and play with torches and binoculars. They talk about the different parts of flowers and why balloons deflate. Their awareness of different cultures and traditions is supported by topic work and toys.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and skilfully in all areas of the nursery. They have many good opportunities to develop their small and large muscle control using a range of equipment such as the climbing frame, trikes and balls. Their knowledge of how to keep healthy is developed through nursery routines and discussion about how the weather effects them, for example appropriate clothing and using the shade to keep cool. Children are developing their dexterity using scissors and other small tools.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children create their own pictures and models using a wide variety of resources and their knowledge of colours is well supported through weekly themes and displays. They enjoy singing songs in large and small groups and use instruments in circle and free play times. Role play areas are enjoyed by the children and they use puppets and dressing up clothes in their imaginary play. Children express their feelings of awe and wonder when looking at the clouds and seeing their shadows.

**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**

- Develop medium and short term plans to show clear links to the areas of learning and the stepping stones to ensure that all areas are covered effectively.
- Provide more opportunities for more able children to develop their early reading and writing.
- Develop communication between the nursery and school to assist in children's transition from one to the other, and develop the staff appraisal system.

*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.*