

King Fishers Place

Inspection report for early years provision

Unique reference number

EY227192

Inspection date

28/09/2010

Inspector

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Setting address

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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

King Fisher Day Nursery is one of three nurseries run by King Fishers. It opened in August 2002 and operates from an easily accessible church hall in a residential area of Thornton Heath. A maximum of 19 children may attend the nursery at any one time. They are open each week day from 7.30am until 6pm all year round, except for one week at Christmas and two staff training days. The children have access to two secure enclosed outdoor play areas, one at the front of the building and the other at the rear.

There are currently five babies aged between three months and two years and 14 children aged two to five years on roll; of these five children receive funding for nursery education. The nursery serves the local community and supports children who have English as an additional language or who have special educational needs and/or disabilities.

The nursery employs five members of staff to work directly with the children. Four staff hold appropriate early years qualifications and one member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff recognise and promote the uniqueness of each child, and provide parents with information about their child's welfare. The setting works with outside agencies to support children with learning difficulties and/ or disabilities. Children are safe and secure and a sense of belonging is fostered well for all babies and older children. Self-esteem is fostered and children are making reasonable progress in their learning and development. The use of self-evaluation is not sufficient and this means that strengths and priorities for development, to continuously improve the quality of the outcomes for all children are not readily identified and acted upon. Recommendations made at the last inspection have been met or addressed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of information used to assess suitability of staff to demonstrate to Ofsted that checks have been done include the unique reference numbers of Criminal Records Bureau Disclosures obtained and the date on which they were obtained

12/11/2010

- (Suitable people)
 - make sure that information obtained from parents, such as, medical consents, include all necessary personal details so as to safeguard and promote the welfare of children (Safeguarding and promoting children's welfare)
- 12/11/2010

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

- use systematic observations and assessments of children's achievements, interests and learning styles, to plan relevant and motivating play experiences for each child
- develop the use of reflective practice and self evaluation to identify strengths and priorities for development that will continuously improve the quality of learning outcomes for all children.

The effectiveness of leadership and management of the early years provision

Regularly updated policies and procedures are in place to ensure that children are adequately safeguarded and their welfare is promoted. Records are generally well maintained. However, medical consent forms are not complete, for example, some children are only recorded by their first name. Accident records are comprehensive. A record of risk assessments is kept and reviewed regularly, and regular fire drills are held. Recruitment procedures are effective. All staff have an enhanced Criminal Records Bureau check. However, the system for recording and retaining the outcome of Criminal Records Bureau checks does not fully meet requirements.

Staff are vigilant about the security of the premises, and the safety gate to the baby unit is used correctly and kept securely in place.

Effective steps are taken by all staff to prevent spread of infection and when children are ill. Baby unit staff are vigilant about following hygiene procedures and there is a no outdoor shoe policy in the baby unit, and older children change into other footwear on arrival. Toys are sterilised which ensures that the spread of infection is minimised. Staff remind children about keeping themselves safe, as well as others. For example, not walking up the slide or not tilting back when sitting on a chair.

Improvements have been made since the last inspection regarding the premises, for example, the creation of a baby unit and new windows throughout the building. There is insufficient self-evaluation of the setting to effectively identify which kinds of improvement would have a direct and positive impact on outcomes for children's learning. However, the setting is working with the local authority on this, and staff have opportunities to discuss improvements that they feel are needed during team meetings. The professional development for all staff grades is valued. Staff attend training days to expand on their knowledge of the Early Years Foundation Stage, and put their new skills into practice for the benefit of the children.

Staff use and manage the space and resources satisfactorily in order to meet the needs of the children. This means that children and babies are able to move

around freely within their respective areas. The range of toys and equipment mostly engages and interests the children.

Inclusion is promoted well, for example, all children are given opportunities for full involvement in the nursery's activities and babies are part of the 'family'. Children of varying abilities are included in all group activities and a wall display- 'All About Me' shows children's statements about what they like. This shows that children's views are valued. The setting is currently working with a Speech and Language Unit, and implementing their guidance in order to meet children's needs. On admission, children who are three years old or older are observed for two weeks in their play so that staff can observe their abilities, likes and dislikes and interests and information is also gathered from parents to support this. Observation and assessment records are not up to date, which means that children's individual learning needs are not fully met, although they do make some progress.

Engagement with parents and carers and sharing of information is mostly satisfactory. There is a notice board in the entrance way and regular newsletters are given to parents about nursery events. Most photographs of the current staff group are on display. Parents are happy with the service provided and are invited to the setting twice a year to discuss their child's learning progress at an evening session. Staff also inform parents on a regular basis about their children's welfare. Staff are very friendly to parents which fosters good open relationships from the start and the children role model this behaviour.

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

Children are making satisfactory progress in relation to their capabilities and starting points. They have fun and show an interest in learning new skills, for example, how to use the computer mouse and to move onto the next stage in a computer programme.

Records about children's achievements have not been consistently maintained, and there is little evidence to show that observations fully contribute towards planning.

Babies have a 'Personalised Learning Plan' folder, but these are not consistently maintained. However, baby room parents do get daily feedback from staff.

Children's behaviour is good. Older children warmly greet each other and the babies, on arrival. Each child has their own basket for personal belongings. This all helps children to feel included and fosters a sense of belonging.

There is lots of warm conversation for babies, for example, staff speak in gentle tones and sing rhymes and songs. Children with emerging language are encouraged to practise their skills by being given the opportunity to call out the next stage of 'The Hungry Caterpillar' story. This helps to foster their self-esteem and sense of achievement.

Children are developing knowledge of mathematical concepts. They demonstrate this during the supervised cornflake cake activity for example, 'lots of cornflakes in my bowl', 'a little bit of chocolate on my spoon'.

Children enjoy physical activity. They run, climb, balance and manoeuvre wheeled toys. Babies benefit from fresh air as staff take them to the outdoor space at the front of the setting for a short period. Children demonstrate healthy habits for example washing hands before the cornflake cake activity, and before meals. They

know that hands should be clean and they wash them without prompting, after using the toilet. A healthy lifestyle is promoted. Children enjoy healthy balanced meals and older children make suitable choices about what they want to eat and drink at snack time.

Children demonstrate that they feel safe in the setting. They go to the bathroom by themselves and move around the setting with confidence. Babies are developing a sense of security and their play space with a sense of ease and familiarity. Babies show curiosity about themselves by gazing in the large wall mirror placed at their height. All children make positive contributions during their time in the setting. They are keen to work collaboratively when tidying up, and enjoy arranging their bed covers at rest time. This helps to develop positive skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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