

Fingers 'n' Thumbs Day Nursery

Inspection report for early years provision

Unique reference number 100467
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Inspector Brenda Flewitt

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Finger 'n' Thumbs Day Nursery opened in 1995 and is privately owned. It operates from self-contained premises within a family home in a residential area of Southbourne, Bournemouth. There is an enclosed garden available for outside play. The nursery serves the local and surrounding areas. The nursery opens from 8.30pm until 5.30pm, five days per week for 48 weeks per year. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 20 children from the age of two years may attend at any one time. There are currently 39 children on roll. The nursery is registered to receive government funding for early education. They support children with Special Educational Needs and/or disabilities. A team of four staff, including the proprietor, work with the children, all of whom hold early years qualifications at level 3. The nursery is accredited to the Bournemouth Quality Standards for Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, warm and stimulating environment by experienced and knowledgeable practitioners, who know them very well as individuals. Children make extremely good progress in their development due to the careful and thoughtful planning that enables them to learn through play and exploration. The small team of dedicated staff have a clear vision for the future of the nursery and, overall, there are effective self-evaluation systems to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 14/12/2010

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

- update the complaints procedure to accurately reflect the provider's responsibility in managing written complaints from parents.

The effectiveness of leadership and management of the early years provision

Overall, staff implement clear policies and procedures that promote children's safety and welfare. The registered person is aware of the importance of thorough recruitment procedures when employing new staff, to check their suitability to work with children. All staff have a secure understanding of safeguarding children, which includes recognising signs and symptoms of abuse and their responsibility to follow procedures if there are concerns. Staff keep their knowledge up to date by attending training, and children's existing injuries are recorded as routine. This all helps to protect children from harm. Children play in a safe and secure environment because staff carry out risk assessments and daily checks of the premises and equipment. However, there is no record kept of the risk assessment, which is a requirement. All other records are in place, well organised and completed clearly.

Children use an extensive range of good quality equipment and resources, which are thoughtfully organised to encourage children to make their own choices and develop independence. Effective team work and staff deployment creates a calm and organised atmosphere, and provides excellent support for children's activities and learning. Staff know children and their families well, which enables them to meet individual needs. Children develop a positive attitude to people's differences through the good example set by the adults who work with them, and as they use a wide range of resources that reflect diversity.

Staff promote positive relationships with parents, carers and other professionals. Parents are supplied with good information about the setting and their views are sought and valued. However, the complaints policy does not clearly reflect the provider's responsibilities in managing complaints. There are daily opportunities for sharing information on a daily basis in order to meet individual needs. Effective partnerships are established with local authority advisors and the Special Educational Needs unit, which results in children with specific needs being well supported and fully included.

The recommendations set at the last inspection have been addressed, which has improved aspects of children's health and learning. Accident records are completed clearly, and monitored regularly to help identify any risks to children. Overall, self-evaluation systems are effective in identifying areas for development. The nursery is registered on a local quality assurance scheme and staff are implementing ideas from the Every Child A Talker project. For example, the décor has been changed to neutral colours to help children focus more clearly on the resources and their activities. All staff share a clear vision for future development and continuous improvement in children's experiences.

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

Children are happy, settled and secure. They enjoy their time at the nursery in a calm, friendly and relaxed atmosphere. Children are constantly busy and occupied with predominately self-chosen activities that help them learn through play and investigation. They confidently move between activities, often seeking out friends to share their experiences, or working independently; focusing well on self-chosen tasks. Children make excellent relationships with staff and one another. They learn to respect all people and belongings. Children develop a strong sense of belonging. They like to see photos of themselves and their friends enjoying previous activities, as displays or in their individual journals. Children behave exceptionally well. They know what is expected through familiar routines, clear explanations and expectations. They receive regular praise for effort and achievement, which helps boost their self-esteem and confidence. Children are often heard to offer each other praise both verbally or by way of applause.

All staff have a secure understanding of the Early Years Foundations Stage principles, how children learn through play and how to promote individual learning. The thoughtful planning of the environment enables children to easily access a broad range of activities according to their own interests. Staff interact sensitively and purposefully in children's play to extend their knowledge and skills. Effective questioning and conversation helps all children develop good communication skills, recall previous events, solve problems and develop an understanding of the world around them. Staff complete a comprehensive assessment system which includes perceptive observations of children's achievements and clearly identifies their learning priorities. Children enjoy books and stories. For example, they often select independently from a wide variety of books to instigate spontaneous small group story times. Children develop a real sense of number, shape and comparison as they use a wide range of stimulating resources. They enjoy number songs such as 'five little monkeys sitting in a tree', which staff make more visually interesting with puppets, resulting in much laughter and re-enacting.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, such as using and disposing of tissues, cleaning hands and brushing teeth after meals. Children make choices from healthy options at snack time, which include a selection of fresh and dried fruit, milk and water. The café-style system means children choose when to eat and drink, and develop practical skills as they serve themselves. Growing their own vegetables teaches children to care for living things and encourages them to eat healthily. Children make good use of outdoor play where they practise large muscle skills and enjoy imaginary role play. Children learn about aspects of their own safety as they understand how to use equipment safely, and develop confidence in preserving their personal space.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met