

Fitzsimmons Place Nursery

Inspection report for early years provision

Unique reference number

EY223136

Inspection date

27/01/2011

Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Fitzsimmons Place Nursery was registered in 2002. It operates from a large, detached house close to the centre of Guildford, with a secure garden and separate hall available for play. The nursery serves the local area. The nursery is organised over four floors, two floors of which are easily accessible, and stairs only to the remaining two upper floors with no lift available.

The provision is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 147 children on roll attending the day nursery between three months to five years old. The provision operates an after school club and children are collected from the local, adjacent school in the large, outdoor hall or the pre-school accommodation. The provision provides free early education to children aged three and four. The nursery currently supports children who speak English as an additional language.

The nursery opens five days a week all year round except for Christmas and bank holidays. The after school club operates during term time only. The core hours for day care are 8am until 6pm. Children attend a variety of sessions that include morning, afternoon or full day. There are 23 staff who work with the children, 20 of whom are appropriately qualified at level 2 and above and two are on training courses to achieve a level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good team work and communication between staff and parents means that children's individual needs are very well met. The manager has a clear vision for the provision that is successfully achieved in practice. She gives top priority to overseeing planning, asks staff questions about how things are working, observes practice, and gives feedback. An effective system is used to evaluate the provision on a continuous basis, and includes questionnaires that encourage parents to share their views. Consequently, improvements are consistently identified and implemented, although a regulation and some aspects of good practice have been overlooked.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors are kept to a minimum, such as the low level glass in the large hall

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(Premises, environment and equipment).

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

- review and improve the organisation of snack time for older children so it is less disruptive to their play
- improve the opportunities for children within all group rooms to have regular access to a range of creative resources and media throughout the day
- increase the visual images and play equipment that help to promote children's understanding of diversity
- improve the risk assessment so it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because staff have a secure knowledge and understanding of child protection procedures. There are systems in place to ensure staff suitability. Daily check lists are used to minimise safety hazards, and children are extremely well supervised at all times. However, the outdoor hall is not fitted with safety glass in all sections. This is a risk to children's safety and is a breach of the regulations.

The manager gives top priority to overseeing planning, asking staff questions about how things are working, observes practice and gives feedback. All staff set themselves targets within formal supervision in relation to their own practice. Meetings are used effectively by staff to identify suggestions that improve outcomes for children, and the manager has a positive approach to letting staff try new initiatives. She keeps an ongoing record that informs the self-evaluation of the whole provision. Recommendations from the last inspection have been met.

Children with English as an additional language have their needs well met, for example, through settling in procedures with parents and the provision of resources in children's home languages. Children listen to music from around the world, and show interest in celebrations such as Chinese New Year and Hanukkah. However, the range of visual images and play equipment to promote younger children's understanding of diversity is limited. There is a good range of play equipment in all rooms and the garden area is exceptionally attractive and exciting. However, not all group rooms make good use of the available space to ensure creative resources are easily accessible throughout the day.

Partnership with parents, the local authority advisory team, the nearby school, and other provision is good. Parents identify they are very happy with the provision. They are welcomed into the provision, and communication with them is friendly and respectful. Parents are invited to take their child's profiles home, and are encouraged to contribute their observations of children's developmental progress. A daily diary is used for children up to the age of 18 months to keep parents

informed on a daily basis, and all parents receive regular newsletters.

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

Children are provided with an excellent range of experiences. For example, they have lots of opportunities to play outside in the exciting and challenging garden, and benefit from the use of a large, indoor hall for physical play. There is an extremely good range of resources within the hall that staff use to promote children's interest in being active. Children dress up, make pictures of their families, look at their expressions in the mirror, and make models from junk. Staff provide children with good support, which enables them to feel confident with using resources. They make the most of opportunities to join children within their play, and ask questions that extend and promote children's learning. Staff plan effectively to meet children's individual needs. For example, they are aware that babies' attention span is sometimes short and the need to rotate resources and ensure their interest is sustained.

Staff have a very caring approach towards all the children. Consequently, children feel safe and secure and are extremely happy and settled. They are grouped together according to their age and stage of development, and are provided with a very good range of activities that ensure their inclusion. For example, when children join together for outdoor play, they play with their friends and ride the wheeled toys with enthusiasm. Children's developmental starting points are identified with parents prior to their admission and recorded on individual learning journeys. Activity planning is very good. It identifies specific learning objectives related to the early learning goals and is linked to targets for each child's development. This detailed information shows that staff have a good knowledge of how to observe and assess children's progress. There are plans in place to review the systems used, so they are more streamlined and 'user friendly' for parents and carers.

Children are confident and inquisitive learners, and are very well behaved and cooperative. This can be seen as pre-school children work together to help tidy up and staff quickly intervene when children become overexcited. Children take it in turns to be the 'leader for the day', and are encouraged to express themselves. This can be seen in photographs where they pull 'funny faces'. Children concentrate well as they listen to stories such as 'Paddington Bear', and babies and younger children show an interest in looking at books independently. Staff have a good awareness of children who need to sit near to the front of large group activities so they are included, and ask children to remember and talk about elements of stories. Pre-school children can recognise their name, are very proud of their writing attempts, and have access to a good range of resources to promote their knowledge of sounds and letters. Photographs show that children have good opportunities to make connections between number and objects. Pre-school children show confidence as they count and identify number, for example, while playing small group games such as 'bingo', and have good opportunities to develop their information and communication technology skills as they use an easily

accessible computer.

Children learn about diversity and the wider world through planned topics such as royal weddings and United Nations Day. However, resources that reflect positive images of differences are not evident within all the group rooms, and do not include disability. Children learn about the features of living things as they handle the nursery guinea pigs, and some children take them home at weekends. They plant wild flowers in the garden and grow cress seeds and potatoes. Children develop good hand and eye coordination as they skilfully make constructions such as marble runs and train tracks, and adapt their designs to make them more challenging. Regular physical play means that children develop good gross motor skills.

Children play imaginatively, for example, as they use dolls, dress up, and involve staff, as they pretend to be hairdressers. Most children have access to a good range of media throughout the day, such as paint, play dough, mashed potato, gloop, shaving foam, water and sand. Children are reminded about safety on the stairs, and learn about fire evacuation procedures through regular practices at different times of the day. They follow good hygiene practice as they wash their hands before and after eating snacks and meals. Water is made easily accessible in children's own beakers. A well balanced menu is rotated every three weeks, which takes account of children's individual dietary needs, including the consistency of food for babies.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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