

Fun Train Day Nursery

Inspection report for early years provision

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EY310371

Inspection date

11/10/2010

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*.

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.

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Description of the setting

Fun Train Day Nursery was registered in 2005 and is owned by a limited company. It operates from self-contained premises, and is situated in the Hamilton Square area of Birkenhead, on the Wirral. The setting is registered on the Early Years Register and a maximum of 45 children may attend at any one time. They are also registered on the compulsory and voluntary parts of the Childcare register. The nursery operates each weekday from 8am to 6pm, 51 weeks of the year. All the children share access to a secure enclosed outdoor play area. There are 11 members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment, where staff know them extremely well and respect their individuality. Children are involved in a broad range of activities and experiences, both inside and out, which supports their progress towards the early learning goals. There is a strong commitment to working with parents, carers and connected professionals. Consequently, children's individual needs are well met and they are settled in the nursery. There is a clear management structure which supports the development and skills of staff. The self-evaluation process is developing but not rigorously enough to identify all of the strengths or areas to develop.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment procedure to consistently and clearly identify the learning priorities for all children
- develop further self-evaluation and reflective practice to ensure strengths and areas for improvement can be identified.

The effectiveness of leadership and management of the early years provision

Safeguarding is rigorous because comprehensive policies and procedures are implemented to ensure children are safeguarded from harm or neglect. Staff have a good knowledge of safeguarding and child protection procedures. Risk assessments are carried out regularly and documented to minimise risks and ensure children stay safe. Staff provide a high level of supervision and are vigilant to ensure children's safety. There are robust systems in place for staff recruitment and vetting, and rigorous systems in place for parents to follow when collecting their children. Outdoor play space is limited but children use a range of equipment

that is safe and suitable for their age.

Partnerships with the schools and outside agencies are good and information is shared effectively to ensure a smooth transition to full-time education. Teachers visit the setting and staff visit the school to support this. Partnerships with parents are warm, open and friendly. Staff keep them fully informed of their children's achievements and progress. Engagement with parents and carers is good. Key staff record evidence of the children's achievement in written observations and photographs, and keep samples of their work. This helps them to reflect on what the children know, understand and can do. However, there is some inconsistency in how the observation records are maintained and therefore the consistency of planning for all children. These records are regularly shared with parents, who are also kept well-informed of special events and activities through newsletters, informal discussions and the parents' notice board.

The setting is well-led and managed and there are effective self-evaluation procedures in place for beginning to identify the strengths and areas for improvement in the setting. At the moment, this is not sufficiently robust enough to identify all areas for improvement. Staff meet regularly to discuss planning and assessment and share information with one another. The views of parents are taken into consideration when identifying priorities for planning. Equality and diversity are actively and effectively promoted through the use of resources, toys and equipment and the implementation of individual plans for children with learning difficulties. As a result, all children are fully integrated into well-planned activities and achieve well. Good progress has been made in addressing the recommendations of the previous inspection. Effective use is made of a good range of resources to meet the needs of the children. Staff regularly attend training in areas such as safeguarding and management of children's behaviour. This contributes to their capacity to improve in the future.

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

Children benefit from a good range of age-appropriate activities, which promote their development across all areas of learning. Staff are attentive in ensuring all children are able to access the activities provided and that a range of resources are available. When planning activities, staff are aware of children's interests and incorporate some of these interests in their play. Systems are in place to observe and record children's development. However, the systems are not consistently applied throughout the nursery to accurately record and monitor all children's progress. Children enjoy a good balance of adult-led and self-chosen opportunities. Toys are readily accessible within the playrooms, which enables children to follow their own interests and to make choices.

Children are at ease within the nursery. For example, they confidently approach others to share their experiences, such as showing members of staff their paintings. They are polite and say, 'please' and 'thank you'. Consistent praise and encouragement by all staff boosts children's confidence and self-esteem. In the baby room, staff sit and play with children on the floor, while older children enjoy

staff input during activities positioned on the low-level tables. Children are gaining good language skills because staff consistently talk to them about their play. Staff warmly acknowledge the emerging language skills used by the babies, while the older children engage in discussions. When staff tell stories children gather eagerly around, laughing and giggling as they participate actively in the story. They anticipate aspects of the story and allow each other to speak, developing their social skills well. When they play outdoors they ride and cycle bikes with skill and catch and throw balls to each other, developing physically and with good hand - eye coordination. Their imaginative play is enhanced through opportunities to dress up or access resources which enable them to role play.

Children play well together and their behaviour is good. They are eager to learn and collaborate particularly well to achieve common goals, such as preparing for lunch by laying out the cups and plates on the table. They independently dress themselves to go outside. They sing songs with gusto. Clear boundaries encourage children to behave well with gentle reminders being given when appropriate, such as keeping themselves safe by not running indoors.

Meal times are social events for children when they come together to eat. They help to prepare for lunch by laying out plates, cups and cutlery. Snacks and meals are based on healthy options, which include a good range of home-cooked food, fresh fruit and vegetables, provided by an external caterer. Children are developing an awareness of good hygiene routines, such as washing their hands before eating. Older children are independent when needing the toilet

Children are developing a good understanding of how to keep themselves safe. For example, they regularly practise the emergency evacuation procedure, which enables the children to gain confidence in the procedure to follow. Children develop close friendships and play cooperatively, talking about sharing and taking turns. They learn to be responsible and to consider others because of staff's good role modelling and skilful questioning and discussions.

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	3

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	3
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	3
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

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

Met