

Forest First Children's Centre

Inspection report for early years provision

Unique reference number	EY270103
Inspection date	16/05/2011
Inspector	Lisa Cupples

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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

Forest First Children's Centre is managed by Totton College. The centre offers an extensive range of services and groups to meet the needs of the local community and surrounding areas. The nursery opened in 2004 and operates from three rooms in the Sure Start centre in the village of Blackfield near Fawley. The centre is accessible with a ramp access. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm. All children share access to secure outdoor play areas.

The nursery is registered to care for a maximum of 30 children in the early years age group. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 41 children aged from three months to under five years on roll. Of these, 20 children receive funding for nursery education. In addition, the nursery provides crche facilities for children whose parents are attending training courses within the centre. Children may attend for a variety of sessions.

The nursery employs six staff to work directly with the children. Of these, all staff hold appropriate early years qualifications and the apprentice is currently working towards an additional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery because staff take the time to get to know the children and their families well. Overall, children's welfare, care, play and learning are promoted successfully. Most policies and procedures are implemented effectively. However, the outdoor risk assessments are not carried out effectively to minimise the hazards to children. This is a breach of the welfare requirements. The nursery puts a high emphasis on inclusive practice and staff liaise frequently with a wide range of external agencies to foster the welfare and progress of each child. As a result, children are making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- improve the procedures when carrying out risk assessments to ensure reasonable steps are taken to minimise hazards to children when using the outdoor play area (Premises, environment & equipment) (Also applies to both parts of the Childcare Register)

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

- further develop the use of the outdoor play areas to ensure all six areas of learning are covered equally, to improve children's outdoor play and learning experiences
- ensure children's understanding of the nursery safety rules are consistently promoted by staff and ensure sufficient explanations are given to the children to further develop their understanding of how to keep themselves safe
- ensure information about the children's next learning steps is shared regularly with parents to fully involve them and enable them to extend their children's learning at home.

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively with regard to child protection procedures. All staff are fully aware of the procedures to follow if they have concerns about a child in their care and they know how to implement them. Robust recruitment and vetting procedures ensure that all adults are suitable to work with the children. All visitors are required to sign in and out of the children's centre and the nursery unit to ensure an accurate record of everyone coming into contact with the children is maintained. Full written risk assessments, covering inside the building, the outdoor play areas and any outings are in place. However, the procedures are not being implemented effectively to ensure all areas outside are safe for children. For example, the wooden flooring at the entrance to the play house has split and the wood panels are splintering. There is a loose plank of wood at the side of the climbing frame, large enough for children's fingers to be trapped. In addition, items of rubbish, such as, plastic cups and bottles and crisp packets were not removed from the play area prior to children accessing it. Staff failed to identify the potential risks to children during the daily checks. Consequently, reasonable steps were not taken to minimise the hazards to children, this is a breach of the welfare requirements.

The nursery have made good progress since the last inspection and have addressed the previous recommendations. For example, children aged under three years are now able to free flow in and out of the garden throughout the day and they no longer have designated times when they can use the outside areas. This has improved the outcomes for the youngest children as they now reap the benefits of the fresh air daily and their decision-making skills are being promoted. The management and staff in the nursery are continually identifying areas for improvement and are pro-active in seeking support from the local early years development team, the early years teaching advisor and they attend cluster meetings with other early years providers to share expertise to drive improvement. All staff participate in drawing up the action and development plans to ensure the setting continues to improve. For example, the setting has introduced 'grab and go' boxes on low-level units so children can carry what they want to use to different areas. The children eagerly explain what is in the boxes and have helped to choose

which resources are in them, actively involving them in their own learning experiences. They have also secured funding to further develop the outdoor play area in the coming months.

All children's individual needs are being met because staff implement the Early Years Foundation Stage framework effectively. Children have access to a wide range of resources and equipment that is suitable for their age and stage of development. All activities are differentiated successfully to ensure all children can participate fully. Children learn about the wider world through a range of activities and the use of multicultural resources on a daily basis. They celebrate a variety of cultural festivals and enjoy activities such as, food tasting, listening to international music and dressing up in traditional costumes. Children respect each others differences and show consideration for one another. For example, older children enjoy showing the younger children how to use the electronic story books. Children see positive images all around the setting, challenging their thinking about ethnicity, gender and disability. World maps are displayed with a selection of resources and materials from around the world, which often spark conversations about how everyone is different, further developing the children's understanding of diversity from an early age.

The nursery has a designated special needs coordinator (SENCO) to support those children who have additional needs and comprehensive systems are implemented effectively. For example, the nursery staff, the SENCO, the area inclusion officer, parents and where necessary other agencies all work together to develop strategies to improve the outcomes for children. Children have individual educational plans with agreed achievable targets that all staff are made aware of. This enables everyone to support the children fully in everything they choose to do, ensuring they make good progress in relation to their starting points. The nursery have established strong links with other providers of the Early Years Foundation Stage and clear procedures are in place to ensure those children who attend other early years settings receive consistent and complimentary care, play and learning.

Children benefit greatly from the good lines of communication and information sharing between their parents and staff at the nursery. Parents are able to talk to their children's key people at any time and have access to their children's learning journals on request. Parents are able to make written contributions to their children's records or can speak to the staff who record their comments for them. However, information about the children's individual next learning steps is not shared frequently with parents. This limits their opportunities to be fully involved in their children's learning or to extend their children's learning at home. Good relationships are established with parents and daily information is shared well, both verbally by staff at the end of the sessions and through the use of daily diary sheets. All parents have access to the policies and procedures and are informed of any changes to the documents via newsletters and the parents' notice board. The notice board is also used effectively to share information about the Early Years Foundation Stage framework. Parents are involved in the evaluation of the setting and complete regular questionnaires for the nursery. Staff also organise a wide range of family events to strengthen the relationships within the nursery and promote the parents understanding of different aspects of their children's time and

experiences at the setting. For example, parents enjoyed a "Tea Party" with their children and this gave staff another opportunity to promote healthy eating for the children and their families. Parents also have the opportunity to discuss the children's progress and learning journals in detail at parents' evenings which are held once a term.

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

All children are making good progress in all six areas of learning because staff have a good understanding of the Early Years Foundation Stage framework and implement it successfully overall. Staff spend time observing what the children can do and then identify the children's next individual learning steps. The information is used to plan activities to meet the children's individual needs. Children enjoy a well-balanced programme of events and activities within the nursery. However, all six areas of learning are not being fully promoted outside to further enhance the children's outdoor play and learning experiences. Children's spoken language is developing well and staff are skilled at asking open-ended questions to extend the children's thinking and learning. Children have many opportunities to practise their emergent writing skills inside and they enjoy listening to stories and predicting what will happen next. Children count at every opportunity and are beginning to problem-solve. For example, children are given the time to work out how to make a figure of eight track for the train set. Staff actively encourage and support the children as they turn the tracks over and around until they achieve the desired result. Children participate in a range of activities and like to explore a variety of objects. For example, the manager has bought in some polished stones and minerals from home and the children talk about the different colours, materials and shapes. The activity develops and children start talking about the stones being pirates treasure, they collect the stones in bags and take them to the pirate ship. Children use their imaginations well during role play and creative activities. They enjoy mixing paint to see what colours they can make and use a variety of media with confidence. Children spend time outside hunting for mini-beasts and examining the insects they have found. They use bug boxes and magnifying glasses to study the similarities and differences. They collect snails and talk about what they think the snails would like to eat. Children also learn about life cycles through watching the development of tadpoles in the pre-school room. Children count how many legs they have and draw pictures to show how the tadpoles are changing.

Children are beginning to learn about some aspects of keeping themselves safe. For example, they know they must not run inside the building and they must sit down when using scissors or other sharp tools. However, staff do not consistently promote the safety rules within the nursery or give clear explanations about the possible dangers to develop the children's understanding. For example, the nursery provides cycle helmets for the children to use when riding the wheeled toys outside. However, only one child uses a helmet, and the others are discarded in a box. Staff ask the children to put their shoes back on when they have finished playing in the sand pit, this is not acted on and staff do not follow it up. This

prevents the children from fully understanding the safety rules and does not promote their understanding of how to keep themselves safe. Children practise regular fire drills with the staff and older children are able to explain clearly what happens during a fire drill, demonstrating a clear understanding of the procedures to follow in the event of an emergency.

All children are beginning to learn about healthy lifestyles and healthy eating. They have fresh fruit and vegetables at snack times and talk about the types of food that are good for them. Posters and resources are used well to consolidate the children's learning as children go and point to their favourite fruit or vegetable. The nursery has a healthy eating policy that is shared with parents to ensure children have healthy packed lunches. Additional leaflets with healthy snack options have also been sent out to parents. Children are developing good self-care skills as they wash their hands at appropriate times with no encouragement from the staff. They use individual paper towels to dry their hands to help prevent the possible spread of infection. All staff implement good hygiene procedures and lead by example, for instance, they wash their hands before sitting with the children during snack time or helping with their packed lunches. They wear disposable gloves when nappy changing and ensure the whole nappy changing area is thoroughly cleaned after each use to minimise the risk of cross infection. Children of all ages have access to the outdoor play area throughout the day ensuring they enjoy the fresh air and have opportunities to practise their physical skills. Older children are learning about how their own bodies respond to exercise, talking about their hearts beating faster and recognise when they need to get a drink if they are hot and bothered. Overall, children behave very well and understand the clear behaviour rules. For example, children respond well to the staff teams' expectations and are keen to follow the rules when they are implemented consistently, because they know what is expected of them. Children share, take turns and cooperate well with each other throughout the day.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 27/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 27/05/2011