

Flutterbies

Inspection report for early years provision

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Inspection date

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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).

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

Flutterbies was registered in 2010. The nursery is privately owned and managed and is part of a chain of settings throughout Coventry and Kenilworth run by Tommies Childcare Ltd. It operates from a converted house in a residential area of Kenilworth in Warwickshire. Children aged between two and five years are cared for on the first floor. There is no lift access. The nursery serves the local and surrounding areas and has strong links with the local school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, with the exception of Bank Holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 48 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff. The manager and deputy are qualified to level 4 and all other members of staff hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well thought out, calm, welcoming and inviting environment which has a positive impact on their learning and development. They are happy, settled and quickly become involved in a wide range of activities and experiences that help them make good progress. Each child is allocated a key worker so that their individual welfare and care needs are known and met. Secure relationships with parents and effective partnerships with others contribute to the development of a fully inclusive service. The management team have a clear vision for the nursery and continually review and extend their good practice to support the children in their care.

What steps need to be taken to improve provision further?

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

- improve the overall preparation and presentation of the outdoor environment to give further support to children's learning and development
- review the organisation of meal times so that older children become more involved in the process.

The effectiveness of leadership and management of the early years provision

Staff are clear about their responsibilities in protecting children from harm. They have a good understanding of how to recognise signs and symptoms of abuse and know the procedures to follow should they have any concerns. In addition, the safeguarding policy is also shared with parents when their children first join the nursery. The setting has robust recruitment procedures in place to check staff's initial suitability to work with children and to ensure they know their responsibilities. For example, identification is checked, qualifications are seen and references are followed up. Appraisal systems are well established to check staff's ongoing suitability and to ensure that they understand their strengths and identify any training needs. Ratios are maintained throughout the day and additional staff are employed at lunch time to ensure that children are supervised at all times. A comprehensive risk assessment of the premises has been conducted and this is reviewed at least annually, which helps to ensure children's care and safety.

The rooms are well organised with the children's needs in mind, which allows them to have the freedom to explore and make choices. They have good access to outdoor play and thoroughly enjoy being in the fresh air. However, some resources in the garden area are not replenished and therefore not made freely available. For example, resources such as paint, crayons, pens and paper, which would help to further extend children's creative play and mark making skills. Each child is assigned a key person who is responsible for building on their interests and ensuring that their care needs are met well. They make regular observations of what the children are doing and use this information to guide their planning. As a result, they plan more effectively for individual children's next steps. There are secure systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. A wide range of displays, toys and equipment promote equality and diversity. This effectively raises the children's awareness of the similarities and differences of people in society.

Good relationships exist between parents and carers. They are well informed about the provision and are encouraged to share quality information about their children's care needs. Parents are warmly welcomed and they receive detailed information about the nursery through regular newsletters and an informative parents notice board. Staff share information with parents about their children's learning and development. For example, through daily chats and more formally during open evenings when children's learning journals are clearly explained so that they can see the progress that their children are making. Daily diaries provide a good link to home and parents' comments are valued and acted upon. The team are currently exploring other ways of involving parents in nursery life. Parents spoken to on the day are complimentary about the care their children receive.

Close partnerships with other professionals help to ensure all children are fully supported and included within the setting. The nursery is developing links with other settings who are delivering the Early Years Foundation Stage, including other

nurseries and the local school, which helps children with the transition between settings. Managers within the company meet regularly to share good practice and work closely with others to support children with special educational needs and/or disabilities.

Documentation is well maintained and organised effectively to help ensure the efficient running of the nursery. The manager has strong leadership skills and as a result the staff work well together as a highly motivated team. Individuals are encouraged to improve their qualifications and attend regular short courses to keep their knowledge and skills up-to-date. All staff have a current first aid certificate, which highly promotes children's health. The registered provider and manager share a clear vision for the nursery and ensure that staff are actively involved in the self-evaluation process, which effectively targets areas for improvement that impact positively on the care and learning opportunities for all children.

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

Children enjoy their time at the nursery. Their learning is planned for well and promoted through good observation, assessment and planning procedures. Regular observations made by staff and collated by the child's key person are used to support them in activities which will interest and challenge children appropriately. Consequently, good progress is being made across all the areas of learning for all age groups. Children select toys and equipment for themselves as resources are plentiful and well organised. Effective use of the key person system means that children are able to form appropriate attachments and also provides parents with a focal point for information sharing. Children are encouraged to become independent learners, making choices about what they wish to play with and freely moving between activities. However, the independence of older children is not fully prompted during meal times. For example, by helping staff to set tables, serve food and pour drinks.

Children's language skills are well supported, with staff helping them to think and problem solve as they play. For example, they teach children to twist and turn pieces until they fit into puzzles. Children access books in the comfy area and listen intently to stories, extending their love of books and their understanding that words carry meaning. They have great fun re-enacting some of their favourite stories when playing in the garden, such as pretending to go through woods and swamps hunting for a bear. This supports their fantasy play well. Children have daily access to technology, using laptops and programmable toys which will support them in later life.

Babies have access to a wide range of resources, including creative play and sound toys. They squeal with delight as they paint their hands and make patterns on the table. This helps to develop their physical and intellectual skills. Parents provide photograph books so that young children can look at familiar faces and this helps them to feel secure. Staff have created treasure baskets, enabling babies to use their senses and explore different textures in safe and stimulating environment.

The garden is used on a daily basis, mostly for physical play, such as obstacle courses, climbing on equipment and manoeuvring wheeled toys. Other activities are available, although they are not sufficiently prepared or well presented to encourage children to extend their learning in some areas outdoors. Paint pots are empty and paper and mark making materials are not readily available.

Children develop an understanding of the local community as they frequently go on woodland walks searching for wildlife and exploring nature. They celebrate festivals from around the world and use a range of resources which are representative of other cultures. Words in German are displayed around the rooms and visual aids support children who speak English as an additional language. In addition, staff ask parents for key words in their child's home language. As a result, children develop a sense of belonging and a respect for other children's backgrounds and home language. Children know what is expected of them through familiar routines and clear explanations. They are learning to take turns and share equipment as they play together. Older children are extremely kind to others, making sure that they are included in their play. For example, waiting for them to catch up when running outdoors and saving a seat next to them when playing with tabletop activities.

Children have an excellent understanding of adopting a healthy lifestyle. The environment is bright and child friendly, affording children plenty of space to play and rest in comfort. Older children manage their own personal needs, and nappy changing procedures are thorough. Children learn very good procedures regarding personal hygiene through regular routines. For example, they learn how to brush their teeth and bin used tissues to prevent the spread of germs. Children receive home-cooked food which is freshly prepared and includes lots of fresh fruit and vegetables. They have easy access to water throughout the day. Menus are carefully planned to meet children's individual health needs and preferences, and these are shared with parents. Children learn about healthy eating and are encouraged to try different foods.

All children have daily opportunities for fresh air and exercise to promote their physical development. They have a positive attitude to being active and learn how their body works and how to keep it healthy. Staff promote the children's understanding of how to stay safe effectively and teach children about what is dangerous. For example, they discuss and practise road safety when out and about and ensure that children are familiar with the fire evacuation procedure.

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

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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	1
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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