

Flutterbies - Clinton Lane

Inspection report for early years provision

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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 the ground floor of a converted house in a residential area of Kenilworth in Warwickshire. 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 the compulsory part of the Childcare Register. A maximum of 28 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 35 children attending who are within the Early Years Foundation Stage.

The nursery employs nine members of childcare staff. The manager and deputy are qualified to level 4 and five 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 settle easily in the friendly, family atmosphere of the nursery. They make good progress as they enjoy interesting and stimulating activities which encourage them to learn through play. A key person system is in place to ensure that children's individual welfare and care needs are known and met. Good relationships exist between staff and parents, and the nursery is highly committed to working in partnerships with other professionals. They demonstrate a strong capacity for improvement and effectively use self-evaluation to monitor practice and help promote successful outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to investigate the natural environment
- use observation and assessment to plan the next steps for individual children's developmental progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff complete child protection training and are confident in recognising any issues which would cause concern. They have a clear knowledge and understanding of the procedures should they need to take action, including detailed recording. Comprehensive and well-maintained documentation throughout the nursery supports staff in protecting children, including accurate registers and signing in and out records. The company has robust employment procedures to help ensure that children receive care from staff who have undergone the required suitability checks. The ongoing suitability of staff is regularly assessed during the induction period and appraisals. Thorough risk assessments are in place and staff are encouraged to identify any additional hazards, updating assessments when necessary. Daily safety checks are completed and regular fire drills take place. This means that children are cared for in a safe environment. The nursery maintains the required ratios at all times because they have contingency plans to cover staff absences.

All children have independent access to resources as they are mostly stored at a low level. They confidently explore their surroundings inside and the covered veranda enables children to play in the garden in all weathers. Babies have a quiet and calm sleeping area and a separate enclosed section in the garden so that they can safely enjoy their play. A wide range of displays, toys and equipment that promote equality and diversity are in place throughout the nursery. This effectively raises children's awareness of difference and ensures all children feel valued. Children for whom English is not their first language are also well supported. Staff take steps to help them settle and develop their home language. For example, parents provide key words, and visual aids are used to help children with their communication skills.

There are strong partnerships with parents. A wide variety of methods are used to maintain the flow of communication. Staff are available on a daily basis to talk to parents about their child's welfare and progress and they receive good information about the nursery through newsletters and an informative notice board. Parents' comments are valued and they are encouraged to make suggestions about how the care and education of their children can be improved. On admission, information is obtained about children's routines and all aspects of their learning and development. Parents are actively encouraged to participate in activities by taking home books to read with their children. They are invited to open evenings to discuss their child's progress and have access to their child's development records at all times. In return they share what they know about their child, with ongoing discussion encouraged which keeps everyone updated. The nursery has established exceptional systems to share information with other settings that the children may attend. This ensures that there is continuity for children as well as excellent opportunities to share good practice across providers. In addition, staff very effectively work in partnership with other professionals to support children with special educational needs and/or disabilities.

The manager leads by example and is enthusiastic about improving outcomes for

children. She regularly meets with the managers from all the other settings within the company. This enables her to discuss nursery issues, policies and events and exchange information on good practice with individual settings. All discussions are fed back to the staff team during staff meetings to ensure a consistent approach, as well as making them feel part of the wider team. The majority of staff hold an early years qualification and all have completed a comprehensive range of training to keep their knowledge and skills up-to-date. All staff have a current first aid certificate, which rigorously promotes children's health. The manager and staff team regularly reflect on the strengths and weaknesses of the nursery, forming realistic plans for ongoing development. Many improvements have already been put in place, and the involvement of all the staff in implementing change demonstrates a strong commitment to further improvement. For example, toys and equipment have been replaced and the organisation of meal times reviewed. Consequently, this has improved outcomes for children.

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

A wide variety of resources and activities are on offer to give children choices and to maintain a good level of involvement. Staff engage with children well to support their learning and enjoyment and extend their play. Children are very confident in their interaction with staff and relationships, allowing them to feel safe and secure. Children's learning is planned for and promoted effectively. Observations collated by the child's key person are used to plan activities which will interest them. Staff identify the next steps of learning and development for groups of children rather than individuals. This could mean that children are not appropriately challenged.

Children express enthusiasm for creative activities and show great imagination, such as turning the climbing frame into a pirate ship. They develop their social skills as they work in a mixed-age group. For example, they discuss how to make the anchor and decide to use a large plastic cube and rope. They use rolled paper to make binoculars so they can look for other ships and make a treasure chest from cereal boxes and shiny paper. Good use is made of language as they talk about what they are doing. They find a book about pirates and copy images to decorate the side of the ship, which they secure to the frame using sticky tape.

In the baby room, children explore their environment and develop skills as they climb and crawl. They experiment with texture as they play with dried spaghetti and sand. Staff support the children, reading stories and looking at pictures in the books. Toddlers concentrate well as they 'make dinner' in the home corner, acting out familiar family routines. Older children are encouraged to have a love of books, and looking at them on their own or with friends. The variety of books available means that the children develop an awareness of books for stories and for information.

Outdoor learning is very much part of their day, with many resources outside to stimulate children's learning and development, including construction and painting. Children thoroughly enjoy free-flow play and spend lots of time in the garden. It has different areas for the children to explore, although some are currently out of

bounds because they need to be tidied. For example, the digging and growing area where children usually plant and harvest vegetables, tend to flowers and examine wildlife. Therefore, the opportunity for them to learn about the natural environment is reduced.

All aspects of children's welfare are well promoted. Children are confident in their surroundings, aware of routines and comfortable in approaching staff for support and guidance. Children have excellent opportunities for free choice and independence. They learn about keeping themselves safe through appropriate reminders given to reinforce their understanding of safety, for example, not to run indoors in case of accidents. Children develop very good hygiene routines and independence as staff support them and are good role models. Robust policies and practices, such as adults washing their hands regularly, and clear nappy changing routines help reduce the risk of cross-infection.

Children have a varied and healthy diet, with freshly cooked meals and access to water to ensure they are all well hydrated. Menus are assessed by a health professional to ensure that they are well balanced and nutritious. Older children help to prepare their own snack and develop independence skills as they serve themselves at lunch time. Excellent food hygiene routines are followed, for example, food handlers always use aprons and all have food hygiene certificates. The nursery received a Gold Star from the Environmental Health Authority for food safety management systems. Careful checking and robust systems ensure that individual dietary needs are met. Children's learning about healthy lifestyles is further enhanced as they have very good access to fresh air and exercise.

Children's behaviour is very good, with staff offering lots of praise for children being kind and helpful. This encourages children to develop positive habits as active, inquisitive and independent learners. They engage in cooperative play and increase their understanding of the wider world, developing many necessary skills for the future. For example, they listen to stories about different cultures and traditions. In addition, the role play area becomes a Japanese and Chinese restaurant where children are able to use a range of cooking equipment and utensils. This helps them to develop a good understanding of others.

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	1
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	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