

Good Foundations Day Nursery

Inspection report for early years provision

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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

Good Foundations Day Nursery is a committee-run provision. It opened in 1995 and operates within Carlton Pentecostal Church premises in Carlton, a suburb of Nottingham. There are four areas within the nursery where children are cared for in different age groups. Children also have use of the church hall and outdoor play facilities.

The nursery is open each week day from 7.30am to 6pm. It is open all year round, closing only for Bank Holidays and for one week over the Christmas period. The nursery is registered to care for 54 children under eight years at any one time on the Early Years Register and is registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 97 children on roll. Of these, 36 children receive funding for early education. Children attending come from the local and surrounding areas. The setting supports children with learning difficulties and/or disabilities. All children speak English as their first language.

The nursery employs 21 members of staff to work with the children. All of these, including the manager, hold appropriate early years qualifications. The setting receives support from specialist advisory professionals from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's care and learning needs are met effectively as the setting works closely with parents and a wide range of childcare, education and health professionals. Systems to evaluate and improve practice are secure and result in a continually improving setting. In the main, space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. As a result, children make good progress in relation to their starting points. Methods for assessing and planning for children's learning are progressing well. Children's welfare is protected through secure practices.

What steps need to be taken to improve provision further?

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

- establish consistent methods across the nursery for tracking each child's progress and highlighting next steps for children to work towards in all six areas of learning, sharing these next steps with parents more frequently to ensure all working together to help individuals reach their full potential
- extend further the use of outdoor facilities to enable children to gain maximum benefit from outdoor experiences, providing increasing challenge for older children and ensuring babies benefit from outdoor provision each day
- review the deployment of staff and organisation of resources in the toddler

area at times to provide greater support to those children at an early stage of learning to share and take turns.

The effectiveness of leadership and management of the early years provision

Staff clearly understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Managers have secure knowledge of the welfare requirements for the Early Years Foundation Stage and implement effective systems to ensure that all required documentation relating to children's personal care, health and safety is comprehensively maintained and shared with parents. For example, senior staff and managers review accident records frequently to identify and address any causes. The staff team successfully use risk assessments to consider any potential safety issues and take action to reduce hazards in the setting and when out on trips to maintain safe environments for children. Robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Effective induction processes ensure that staff understand the policies and procedures in the setting. Appraisals are conducted to celebrate staff achievements and consider training and development opportunities to enhance their knowledge and skills further, evidencing a strong commitment to ongoing improvements.

The setting undertake various methods of reviewing and reflecting on practice. They take on board advice from relevant professionals including attending local children centres to share and discuss good practice. Through methods of self-evaluation and seeking comments from parents', staff engage in making changes that bring about positive improvements for children's welfare and learning. Together the staff team identify strengths and areas for development and implement action plans to bring about improvements. For example, reorganisation of resources in the pre-school and redevelopment of the outdoor play space provides children with a more stimulating environment. The outdoor area now begins to offer an increasing variety of learning opportunities, although, not all children currently benefit from its use each day. The positive attitude to raising standards means that all issues raised at the last inspection have been addressed and there is good capacity for further improvements.

The setting is well maintained and attractively presented to help children to settle happily. Displays of children's work, photographs and age appropriate resources create a child-friendly environment where children can feel a sense of belonging. Children are cared for in a spacious areas, providing scope for a range of activities and enabling staff to cater for individual needs. Babies can rest and sleep as part of their own routine whilst others continue to play. Children have opportunities to access resources set out by staff and older ones are also able to freely select from accessible storage units to extend their enjoyment, enhance their interest and promote their independence. A key worker is allocated to each family to aid communication between parents and enable close bonds to form with children, the system works generally well. Ratios of staff to children are maintained and in the main staff are deployed effectively to support individual needs. Staff develop

secure knowledge of the children in their group through working closely with parents and completing 'All about me forms'. Individual interests are considered when planning activities, valuing diversity within the group. For example, painting activities and opportunities for children to observe the life cycle of butterflies are provided incorporating children's interest in insects. The range of activities available helps children to make good progress as they play and explore. The setting are beginning to establish improved methods for observing and planning for children's progress to help children build on the skills they already have.

Parents receive a good level of information about the setting. They contribute to documentation which enables key worker to care for children according to individual needs and in line with parents' wishes. The setting are committed to accommodating working parents needs, providing great flexibility to days that children can attend. Staff make themselves available to feed back to parents each day and written diaries aid communication about the care of younger children. Methods of involving parents in planning for children's future learning are beginning to embed, through methods such as parents' evenings. The setting have good partnerships with other professionals to support individual needs. Through working closely with speech and language specialists, physiotherapists and a range of other professionals at the local children centre, staff are able to support children with additional needs from an early age. Effective systems are in place to support children's communication skills. Visual aids and signs and symbols are used consistently throughout the setting to help children understand the routines and to communicate their wishes. Staff talk to other settings that the children attend to ensure all are working together to provide continuity in children's learning experiences. Links are emerging with local schools to support a smooth transition as children move on in their education.

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

Good relationships are evident between the staff and children. Throughout the nursery those new to the setting or room are appropriately comforted by staff, helping them to feel safe and secure. Children develop a sense of belonging as they see displays of photographs of themselves, their art work and find labelled coat pegs and drinking vessels. These methods also help children to develop skills for the future as they practise early reading skills as they find their own labels and begin to recognise signs and symbols. They develop their personal independence as they access their own drink or hang up their own coat. Deployment of staff in most rooms ensures that children's behaviour is appropriately supported. Time is taken to remind older children of the 'Nursery Promises' and expectations for behaviour 'to be kind to each other'. Children respond well to these gentle reminders. Although sometimes younger ones are less well engaged in play which results in them struggling to share and take turns, particularly when staff busy themselves tidying activities or at nappy change times.

Staff observe children during play and record their achievements, highlighting any gaps in children's learning and planning 'next steps' for them to work towards. A

selection of activities are then planned to take account of children's interests and their individual learning needs. This method is generally effective and as a result most children make good progress. On the whole children enjoy the range of activities provided. Some older ones are beginning to understand that they can freely access other toys stored around the room, helping themselves to a favourite book from the box, or choosing different toys for the water and sand tray. Children confidently talk about activities they enjoy, commenting 'I like playing in the sand with the cars and like growing the flowers outside'. Children develop friendships with others of a similar age; one independently makes a wrist watch using crayons, paper and stickers for their friend. Throughout the nursery children develop their creativity through opportunities to create pictures with paint, crayons and collage materials. Younger children explore textures as they play with foam, rice cereals or feathers. A younger group express their imaginative ideas as they laugh and giggle as they 'hide from the monsters' in a large cardboard box. Early mathematical concepts are introduced through singing rhymes, jigsaws puzzles for problem solving and shape sorters for the youngest children. Babies explore cause and effect as they press buttons on toys and delight as lights come on or music plays. Older children develop information technology skills as they learn to use computers and programmable toys. Staff engage in play with children to extend their knowledge, such as role modelling writing a shopping list in the role-play shop and supporting children's language skills through some effective questioning.

Good methods are used to encourage children to adopt healthy lifestyles. These young children follow good hygiene routines including regular hand cleansing before meals. The nursery promotes healthy eating; meals are freshly prepared and generally nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. Staff take time to support younger children with feeding skills. Children develop a range of physical skills and most benefit from fresh air and exercise through energetic play outdoors. Yoga sessions enable older children to explore how their bodies move in different ways. The youngest children are successfully supported to develop physical skills indoors, as they practise crawling and pulling to stand using domestic style furniture or age appropriate push along toys. Importantly staff recognise that some children learn more effectively outdoors, as a result opportunities are increasing for older children to freely flow between indoor play provision and outdoor play. Staff are beginning to provide wider learning activities outside. Children begin to develop knowledge and understanding of the world as they plant and care for vegetables and flowers. They develop their imagination and language skills as they explore role-play resources, making food for their friends. They develop hand-eye coordination and practise writing skills as they use paint brushes with water to make marks on the bricks.

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	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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