

Fingerprints Nursery Ltd

Inspection report for early years provision

Unique reference number

EY349295

Inspection date

02/11/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fingerprints is a privately owned day nursery and was registered in 2007. It operates from premises in a converted house in Cleckheaton. The nursery serves the local area and has strong links with local services. There is an enclosed area for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays and the Christmas period. Sessions are from 7am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 93 children registered who are within the Early Years Foundation Stage. The nursery provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of child care staff who hold qualifications at level 3 and above, including one member of staff who holds the early years foundation degree and one with early years professional status. The nursery receives support from the local authority. Staff are available to take and collect children to and from the nearby schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and they benefit from trusting relationships with staff who know them well. Staff work with parents to make sure that children's changing needs continue to be met. Staff are aware of their strengths and weaknesses and parents participate in the self evaluation process. They offer a range of inclusive and interesting play opportunities, that help children to make progress in all areas of learning. Policies and procedures for managing complaints and safeguarding, for parents and staff, including risk assessments for the outdoor area are under review.

What steps need to be taken to improve provision further?

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

- record all risk assessments with regard to the outdoor area and review it regularly, taking all reasonable steps to ensure that hazards to children are kept to a minimum (suitable premises, environment and equipment) 02/12/2011
- implement the clearly revised written policy and 02/12/2011

- procedure for safeguarding children (Safeguarding and promoting the welfare of children)
- put in place a written procedure for dealing with concerns and complaints from parents and which is made available to them (Safeguarding and welfare)
- 02/12/2011

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

- improve all staff's knowledge and understanding of child protection so the safeguarding policy can be followed effectively.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because the senior management team have a good knowledge of local safeguarding procedures. However, most care staff in the setting are still developing their awareness and understanding of the child protection procedures which are currently under revision. The appropriate contact details are readily available in the office should they be concerned about a child. All staff members, including students, are suitably vetted. Children are kept safe whilst in the care of staff because they supervise the children. They regularly carry out risk assessments which cover all areas including trips. However, assessments for identifying new risks outdoors are less rigorous. For example, the ground area under the swing ropes and the pirate ship are not well maintained. This means that risks are not managed well enough to protect children from stinging nettles or tripping on the uneven surface when using such equipment. Despite this, children's needs are safeguarded through good records of accident, medication and attendance. Senior management have yet to implement a revised policy and procedure for safeguarding and protecting children which means that staff's knowledge and understanding of safeguarding procedures is inconsistent.

All staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organized with access to a wide range of resources for children. These include a range of technological toys, such as computers and toys that attract babies to sing, dance and play. Children are able to choose what they would like to play with and can access many resources for themselves, such as, books, the home corner, dressing up clothes, sand and water. This means that they are able to thrive and make good progress in their development.

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

Children really enjoy being in this setting and are familiar and secure in its routines because staff are careful to meet their needs. Children are able to move freely and

safely around the setting indoors because they ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively. They readily wash their hands before lunch as good hand washing routines are well established. They are starting to learn about making good choices in food as they are offered healthy options both at lunchtime and for snacks, such as fresh fruit and vegetables. Children are able to get out in the fresh air on most days. They are developing good physical skills in walking, running, rolling, riding and climbing because they make use of a variety of resources. For example, they can use the small slide, wheeled toys and other exciting equipment to test and challenge their skills.

Children are making good progress towards the Early Learning Goals because the staff plan activities around their interests and needs. They regularly observe what they can do and record their progress so that what they need to do next is identified clearly. The planning system is clear and understandable. Staff are experienced in identifying children's individual needs and know them really well in terms of their learning and development. This helps children to feel confident and develop their independence. Children are developing good language skills because staff talk to them about past and future events. Staff encourage fun and laughter as children learn. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. This happens in small groups, large groups and individually. Children are developing a love of books and reading from an early age and this is reflected throughout all of the rooms. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with the chunky chinks, pencils and paint. They can count ably up to ten and enjoy recognising shapes in the jigsaw puzzles. Children have opportunities to solve problems through everyday situations or to play with new ideas. This means that their ability to think critically and ask questions is developing well. Staff in the setting promote children's knowledge and understanding of the world through a variety of activities, such as, using play dough and play with small world figures. Children are also gaining good skills in using technology as they access a variety of games via the computer and other electronic toys. This means that children are also developing good skills for the future.

Children behave really well in the setting. This is because staff implement their behavior policy well and offer clear expectations about acceptable behavior and attitudes towards others. They use praise and kindness to encourage positive behaviour at all times. Relationships between staff and children are very good and children are encouraged to treat each other with kindness and respect at all times. They also work closely with families who require additional guidance at any time. Children are learning about their own and other cultures and beliefs as they learn to celebrate birthdays and festivals together in a wide variety of ways.

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?	3
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	3
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	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

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	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:

- make available to parents copies of the written statements of safeguarding procedures and complaints procedures 02/12/2011
- undertake a risk assessment of the premises and equipment immediately, where the need for an assessment arises, taking all necessary measures to minimise any identified risks (Suitability of premises and equipment) 02/12/2011

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 on the compulsory parts of the childcare register 02/12/2011
- take action as specified on the compulsory parts of the childcare register 02/12/2011