

Franklin First Call

Inspection report for early years provision

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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.

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Description of the setting

Franklin First Call Nursery opened in January 2003. It is run under the company For Under Fives Ltd and operates from a single storey building adjacent to Franklin College in Grimsby. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 44 children, currently there are 55 children on roll, including, children in receipt of nursery education funding. The nursery serves both the local and wider area, offering places primarily to children of students and staff at the college. The nursery opens on Monday to Friday, from 7.30am to 6pm all year around except public holidays and Christmas week. The nursery cares for children with special educational needs and/or disabilities and those, for whom English is an additional language.

There are 10 full and part-time childcare staff and two support staff. All childcare staff hold a relevant qualification to level 3 and four staff are qualified to level 4. The setting receives support from the North East Lincolnshire local authority and has attained level 1 of the 'The Effective Quality Improvement Pathway'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this welcoming and inclusive nursery. Most aspects of the learning provision are good and help children to progress well. Children are effectively safeguarded and their welfare is promoted by the caring staff group. Evaluation procedures are good and help to drive forward continual improvements. The nursery develops strong relationships with parents that successfully enhance children's learning and well-being. Overall, suitable partnerships with others promote children's welfare and learning.

What steps need to be taken to improve provision further?

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

- provide children with more opportunities to develop skills in using technological equipment
- provide children with more regular opportunities to develop climbing skills
- develop further systems to ensure there are effective working relationships with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

There is a clear management structure and well-known policies and procedures that support the successful running of the nursery. Children remain safe because

of thorough appointment procedures that ensure all staff are suitable to work with children. Management have undertaken advanced training in how to safeguard children and all staff are alert to signs that may cause them concern. Children play in a safe environment that is checked every day to minimise risks. This is a well-run ambitious nursery that has made continual improvements since the last inspection, such as, the implementation of more focussed and fun numeracy and literacy group sessions for the children. The evaluation of the service includes the views of parents, all staff and children and leads to positive changes being made. For example, improvements were made to the procedures for children moving rooms after feedback from parents.

Children benefit because all staff have opportunities for personal development and many have undertaken advanced qualifications. Overall, children have access to a suitable range of resources. They are involved in recycling and re-using items, for example, when junk modelling and they learn to pack away carefully. Children for whom English is an additional language and children who have special educational needs and/or disabilities receive good support which helps them make good progress. Key words in the child's first language are learnt and used by staff to enable children to settle more easily. Strong partnerships with parents benefit children. There are regular meetings with parents to share and discuss children's achievements. Parents are asked to keep staff aware of their child's interests and add their suggestions to enhance their child's learning. Parents borrow play items from the nursery to share with their child at home and are invited to open evenings, fun days and open days. One example is a session that helped parents to learn about the benefits of the 'Every Child a Talker' programme implemented by the nursery. The partnerships with other agencies successfully supports children's welfare and learning, however, the links to other providers that children attend are not yet firmly established.

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

Children enjoy their time at the nursery, they feel confident with the adults who support them and are becoming increasingly independent. Staff encourage them to serve their own lunch and pour drinks, for example, but are close by giving them very good support. Children make choices in their play and enjoy a good balance of child-initiated and adult-led play with experiences both indoors and outdoors. The planning and assessments systems are well-organised and effective tracking systems enable staff to identify areas for future learning. These measures help children to make good progress in relation to their starting points. The regular numeracy and literacy group work is interesting and engaging for children. Older children listen carefully and can recognise rhyming words and show good counting, number recognition and sequencing skills. Staff are enthusiastic and engage children's interest well. Babies and toddlers enjoy singing rhymes that are enhanced by props that promote imaginative play, such as 'Miss Polly had a Dolly'. Role play areas are changed each week and this develops children experiences, often they gain an early understanding of the wider world, for example, when playing in their pretend 'Chinese Restaurant'. All of these measures help children to gain good skills for the future, although their opportunities to develop skills in

using technology equipment are somewhat limited.

Children start to learn about how to keep themselves safe. They move safely both indoors and outdoors, often negotiating the space outdoors skilfully on wheeled toys. Staff make sure they learn that wet floors can be dangerous as they put up an easily recognisable safety sign after wiping up spills. Very close supervision, with staff working well as a team ensure children remain safe when playing. Children play in a positive environment where they learn about appropriate behaviour and gain a strong sense of belonging. There is a board where their family photographs are displayed and there are many photographs of the children in the playrooms. During the day younger children spent time with the older children, this helps them to see siblings and encourages the older children to be caring towards the babies and toddlers. Children learn about the benefits of having a healthy lifestyle. Hygiene routines promote children's good health, with all staff wearing hairnets as they serve food and promoting children's understanding of the importance of hand washing at all appropriate times. Meals and snacks are freshly made and are healthy, nutritious and appealing to children. They enjoy tuna fishcakes, with potatoes wedges, peas and apple strudel with home-made custard for a dessert. Children are quite active, particularly outdoors, they scoot, use wheeled toys and run with increasing skill, but they do not have regular opportunities to develop climbing skills. There are a wide range of activities available to children that successfully promote their creativity and help them to explore their senses, such as painting, collage and the exploration of porridge.

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	3
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	3
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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