

Fox House Day Nursery

Inspection report for early years provision

Unique reference number 310420
Inspection date 01/12/2011
Inspector Karen McWilliam

Setting address 57 Foxhouse Lane, Maghull, Liverpool, Merseyside, L31
3EW

Telephone number 0151 531 7113

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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

Fox House Nursery is one of three nurseries owned by the provider. It opened in 1996 and operates from two rooms in a purpose-built building in the Maghull area of Liverpool. Children have access to an enclosed outdoor play area. It is open each weekday from 8am to 5.55pm for 52 weeks of the year excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 15 children may be at the nursery at any one time. There are currently 18 children on roll aged from birth to under five years old.

There are four members of staff, all of whom hold early years qualifications to at least level 3. The manager holds a degree in childcare. The nursery provides funded education for three-and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promotes children's welfare and learning. A comprehensive self-evaluation identifies priorities for improvements and the capacity to improve is good. Partnerships with parents and others are valued in the nursery, which ensures that the needs of all children are met. A wide range of resources and play opportunities, both indoors and outdoors, support children's progress in their learning and development. As a result of this, children progress well given their age, ability and starting points. Safeguarding standards are good and generally risk assessments are in place to eliminate risks.

What steps need to be taken to improve provision further?

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

- review the risk assessment policy to ensure that it includes anything with which a child may come into contact, for example, the internal and external doors
- extend children's opportunities for writing for different purposes, for example in the role play area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good knowledge of local safeguarding procedures. The manager ensures all staff are well informed about child protection and have the appropriate contact details

available should there be a concern about a child. Robust recruitment procedures are in place to ensure all adults are appropriately checked and suitable to work with children. Stringent arrival and collection procedures and CCTV on the front door ensure children are protected from any unsuitable people. Daily safety checks and risk assessments are conducted in all rooms. However, risk assessments require reviewing to fully eliminate or manage hazards, for example, the internal and external doors.

The manager has a clear sense of purpose and ensures this vision is cascaded to the dedicated staff team to ensure the environment is well organised and stimulating. Children are encouraged to make choices. For example, children take baskets off shelves to play with small world toys. Consequently, children are active participants in their learning, thrive and make good progress. There is a good range of resources for children to choose from including construction, games and sensory objects that effectively challenge and stimulate children. Continuous professional development is a priority for the setting, resulting in a knowledgeable team who are focussed on promoting positive outcomes for children. A comprehensive self-evaluation form has been completed which includes the views of parents, children and staff. Ensuring targets for future improvements are identified and acted upon. For example, staff identified that parents wanted more information regarding their child's day. The manager has implemented parent's evenings, ensuring that every parent is spoken to at the end of the session and had a white board fitted to record daily information for parents. Therefore maximising opportunities for parent's to be fully informed. The nursery has promptly and effectively addressed previous recommendations. For example, the setting has implemented home to nursery diaries to ensure busy parents can be involved in their child's learning.

The setting works hard to involve parents in their children's learning. Effective systems ensure parents' comments are valued in children's learning journeys and included in planning. They obtain useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Partnerships with other professionals are well established. The setting works closely with other practitioners during children's transitions into new settings. Therefore children are well supported in the setting and as they move onto their new nursery or school.

Children are learning to respect and value other cultures because the nursery has some resources and celebrates a range of festivals that positively promote diversity.

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

Children make good progress in all six areas of learning and they are motivated and interested in their learning. This is because a strong sense of belonging is promoted. Children snuggle into staff as they read a story and concentrate whilst

cutting out shapes that they glue onto paper. Children paint pictures and talk to staff about their creations. As a result they develop good physical skills along with developing their communication and language skills. However, writing for different purposes is not given the same emphasis. As a result children are not consistently encouraged to write shopping lists in the home corner or draw designs in the construction areas. Children sit attentively playing matching and sorting games. They name the colours and count the teddies then tidy away the game independently before choosing another activity. Problem solving, numeracy and reasoning are well-promoted in the setting, staff and children sing counting songs, complete large jigsaws and children persevere until they master balancing large blocks on top of each other. A computer is available for children, they choose programs and play games, consequently they develop good skills for the future. Knowledge and understanding of the world is promoted through a variety of activities. For example, children grow their own potatoes then they each draw their own unique picture of them. Staff ensure that all resources are easily accessible enabling all children to access play equipment inclusively.

Children's good health is promoted well by the nursery. They readily wash their hands before a snack because good hand washing routines are well established. They are starting to learn about making healthy choices in food because they are offered healthy options such as celery and oranges for snack. Children are able to get out daily in the fresh air and use a range of equipment that tests and challenges their skills. For example, children throw and catch balls, make music with a selection of utensils and ride wheeled toys. Trips to the local park further enhance developing skills. Therefore, children are developing good physical skills in running, jumping and walking, balancing and climbing.

Children's independence is clearly fostered in the setting. Children are encouraged to help tidy up, clean up spills and serve their own meals. Children's behaviour is excellent and they have fun with their friends. They share resources and demonstrate care for each other. One child willingly shared the large bricks when another child asked if he could play with him. Staff are good role models and they constantly praise and encourage children. They have implemented a visual support system to further reinforce good behaviour. Large patio doors ensure that the babies can see into the big play room. As a result, children are familiar with the room which contributes to a smooth transition when they move up.

Children are confident and secure in the settings routines. They demonstrate this by stating 'we go outside after snack'. They learn to keep themselves safe by practising regular fire drills, therefore children are safe in the event of an emergency. Staff further reinforce safety issues with the children by discussing road safety and stranger danger when they are out and about.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

