

# First Class Day Nursery School

Inspection report for early years provision

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**Unique reference number**

EY431335

**Inspection date**

01/12/2011

**Inspector**

Dinah Round

**Setting address**

Ferndown First School, Mountbatten Drive, FERNDOWN,  
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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

First Class Day Nursery School originally opened in 2002 and moved to the current premises in 2008. The provider re-registered in 2011 on becoming 1st Class Day Nursery Limited. The nursery operates from purpose-built mobile classrooms in the grounds of Ferndown First School in a residential area of Ferndown, Dorset.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children from two months may attend the nursery, holiday club or out of school club at any one time. There are currently 90 children on roll, 46 of whom are in the early years age group. The nursery provides nursery education funding for two-, three- and four-year-old children. It is open each weekday from 8am to 6pm for 51 weeks of the year. The breakfast and after school club are open from 8am to 8.45am and from 3pm to 6pm respectively. The holiday club opens from 8am to 6pm. Children have access to secure outdoor play areas. The nursery employs a team of 10 members of staff; of these, the majority hold an early years qualification at level 3. There are two members of staff currently working towards a level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a friendly and relaxed environment. Staff have a suitable understanding of meeting children's individual needs through the strong partnership developed with parents. Children have access to a variety of play activities which appropriately support their learning and development. Most documentation is satisfactorily maintained although some medication consents are missing. Children's welfare and dietary needs are suitably supported overall. However, the organisation of space, resources, and the management of children's behaviour, is not always effective in promoting children's experiences. Satisfactory systems are in place to reflect and evaluate the quality of the provision and to maintain sound capacity for continuous improvement for children.

## What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given. (Safeguarding and promoting children's welfare)

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

- help children to understand how to behave inside by talking about personal safety, risks and the safety of others
- review the organisation and use of the indoor space for younger children, to provide sufficient opportunities and experiences to interest and involve them without compromising their safety at any time
- improve organisation of large group activities, to provide well-planned experiences which support children to learn with enjoyment and challenge

## **The effectiveness of leadership and management of the early years provision**

The nursery is suitably organised with policies and procedures in place to support the running of sessions. These include sound recruitment and vetting procedures to check staff's suitability to work with children. All staff have recently attended a 'safeguarding matters' course, appropriately updating their understanding of child protection issues. This means they are clear about procedures to follow if they have a concern about a child. Most required documentation is in place to support children's welfare. However, staff do not obtain written parental permission to administer medicines for some children. This is breach of a specific legal requirement. Ongoing risk assessment is completed for all areas that children come into contact with, including the outdoors. This helps staff identify any potential hazards and take appropriate action to reduce risks to children. Sound security measures are followed to make sure that children are unable to leave the premises or others cannot gain unauthorised entry.

The premises are appropriately organised to provide separate areas for the different age groups. Many toys and resources are stored at a low level to support children in making free choices about their play. Some resources reflect positive images of other cultures, which helps to raise children's awareness of diversity. A strength of the nursery is the use of the outdoor play space. Older children are able to move freely between the indoor and outdoor area; this allows them to follow their interests and makes sure they get regular fresh air and exercise. However, space is more limited for younger children and there are lots of resources over the floor. This means that mobile children have limited opportunities to move around the room in comfort and safety.

The qualified, staff team work together suitably so that children are valued as individuals and information is regularly shared to help support children's individual needs. The nursery supports staff in attending training to continue to update their knowledge and skills. A self-evaluation form has been completed to help reflect areas for development within the provision. Ongoing monitoring by the owner/manager helps to identify some areas for improvement, such as the introduction of regular cleanliness checks for toilet areas. Questionnaires are sent out annually to seek parents' views and ideas. The owner/manager responds to

parents' suggestions, for example, by displaying details of meals and snacks.

Staff develop good relationships with parents and carers which contribute towards establishing effective partnerships. Information about each child's needs is provided by parents. Staff use this to support children's transition from home to the setting. Informal discussion between staff and parents, alongside use of daily information sheets for younger children, supports two-way sharing of information. Parents take home their children's individual 'photograph book' and 'learning journals'. These keep them well informed of their children's progress and encourage them to be actively involved in their children's learning. Parents receive comprehensive information about the nursery through the welcome pack, monthly newsletters and regular notices. There are effective systems in place to link with outside agencies to help promote continuity for children's care and learning. Teachers visit to meet children and link with staff to provide a smooth transition when children go to school.

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

Children are happy and settled and, generally, have friendly relationships with each other. Staff interact with children in a warm and caring manner. They provide reassurance and support for younger or less confident children to help them settle. Staff have a sound knowledge of the learning and development requirements. They use a reasonable range of teaching methods and age-appropriate resources to provide sufficient activities and experiences to meet children's needs. Ongoing observation and assessment are used appropriately to link with planning that helps staff to monitor children's progress and identify children's next steps. Overall, children's behaviour is satisfactory. They cooperate well during tidy-up time, and staff support them in learning to share and take turns during their play. However, at times, noise levels are high and, though staff remind children not to run inside, they do not always listen and respond. This results in children running to and from the playroom and, on several occasions, nearly bumping into others.

Children show independence, as they make choices about their activities and, for most of the time, initiate their own play. They begin to develop sound skills for the future. Staff get involved in children's play activities and promote conversation to support children's developing language. Most children enjoy stories; they sit quietly sharing books with friends or help act out a favourite story outside. However, large group, story time activities are not effectively organised as others, who are not interested continue to play with toys, distracting their peers. This limits children's enjoyment and learning experiences. Children are introduced to number and counting through planned activities and taking part in various games and activities. For example, they count the number of steps in an outdoor game of 'What time is it Mr Wolf?' Younger children use their senses to explore the sensory basket and smile as they feel different textures next to their face. Children's creativity is suitably promoted through adult-led activities and access to a varied range of

resources. Children have many opportunities to explore the outdoor environment. They develop their understanding of the natural world as they plant seeds, look after their vegetables, and then taste them at snack time. This helps children to learn where their food comes from.

Children are appropriately supported so that they begin to learn about the importance of a healthy lifestyle. They follow regular hand washing routines to help them learn about the importance of keeping themselves healthy. Children benefit from the provision of healthy snacks, such as fresh fruit and freshly cooked hot meals that are delivered to the premises. Parents have the option to provide children's own food, and staff are developing systems so that all children's food is clearly labelled. Overall, children are supported in learning about aspects of their own safety, although, staff are not consistent in talking to children about personal safety, risks and the safety of others. Children take part in regular, evacuation practices, which raise their awareness of what to do in an emergency situation.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self administer, together with a record of a parent/guardian/carer's consent (Records to be kept) (also applies to the voluntary part of the Childcare Register) 08/12/2011

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 in the compulsory part of the Childcare Register (Records to be kept) 08/12/2011