

Fleet Day Nursery

Inspection report for early years provision

Unique reference number 127192
Inspection date 14/12/2011
Inspector Linda du Preez

Setting address Lunedale Road, Dartford, Kent, DA2 6JX

Telephone number 01322 288232

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Fleet Day Nursery is privately owned and opened in 1991. The nursery operates from a classroom in Fleet Down Primary School in Dartford. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It may care for a total of 20 children, all of whom may be in the early years age range, with none under the age of two years. The nursery offers full day care and is open each weekday from 8am until 6pm throughout the year. There are currently 46 children on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is funded to provide free early education to children aged three and four years. There are 11 staff, all of whom hold relevant early years qualifications, including two staff holding level 4 qualifications. The nursery is a member of the Pre-School Learning Alliance and receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress in their learning and development in this highly stimulating nursery. The provider and her team are committed to meeting children's learning and welfare needs, with a minor area for development. Valuing individuals lies at the heart of the nursery; consequently, outcomes for all children are extremely positive. The nursery has developed exemplary partnership with parents and other agencies, which fully enhances continuity in children's care. Excellent quality improvement systems implemented by management ensure that the nursery has a very strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing opportunities for children to develop an understanding of how equipment and tools have to be used safely

The effectiveness of leadership and management of the early years provision

The provider and her team take all necessary steps to safeguard children. Robust systems monitor the continued suitability of staff. Staff are fully up-to-date about

safeguarding procedures as training and communication is of a very high standard. Consequently, they are clear and confident in their roles and responsibilities in effectively protecting children. Excellent systems promote safety and security as staff implement a wide range of procedures, such as risk assessments and robust evacuation procedures.

Management effectively evaluate the nursery and have addressed all of the recommendations made at the last inspection. Furthermore, staff engage in regular cycles of planning and reviews. This has ensured that activities and resources fully enhance children's learning and development. The provider and her team tackle key priorities for improvement which results in positive outcomes for children, such as the development of an awe inspiring outdoor environment. Staff are fully supported to ensure their continued professional development. Consequently, moral is high and staff are motivated to provide a quality environment which is stimulating and enjoyable for children.

Furniture, equipment and resources are very high quality and suitable for the ages of children. Resources are organised so that children are able to make choices about what to play with and are therefore in charge of making their own decisions. Staff offer a superb balance of adult-led and child-initiated play as they encourage the children to be independent, whilst being available to support them when needed.

Staff very effectively promote equality and diversity by displaying positive images of people from different backgrounds around the nursery and celebrating many cultural festivals in innovative ways. For example, they provide highly stimulating experiences of Christmas, Diwali and Chinese New Year and children enjoy activities such as craft, cooking and wearing costumes. Key persons have an extensive knowledge of children's backgrounds, which enables them to meet individual needs extremely well. Children benefit from learning sign language, which they enjoy practising during songs and stories. This enables children to experience an alternative form of communication and extends their learning very positively. Staff place a strong emphasis on preventing gaps in achievement between different groups of children. For example, they promote mathematics in the outdoor area in order to captivate boys' interest and motivate their mathematical thinking.

The staff team are exceptionally committed to working in partnership with other agencies and take a lead role in establishing effective working relationships. Staff attend various meetings with other agencies to support specific family needs and open channels of communication. Furthermore, staff arrange visits and share relevant information with other early years providers, which supports partnership working and continuity for children and their families.

Parents are encouraged to share useful information about their child when they first start at the nursery; this establishes starting points in development and enables key persons to form immediate attachments. Parent comment on how they value regular meetings with key persons to discuss their child's developmental progress and share learning priorities. Consequently, relationships between parents and staff are extremely relaxed and very well established.

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

The effective key person system ensures that staff form warm caring attachments to children, who feel able to seek reassurance through cuddles and verbal reassurance when necessary. Staff implement highly effective observation and assessment systems to ensure that planning for children's learning is effective, exciting and varied. Consequently, children in all age groups enjoy a wide range of highly stimulating activities. Staff encourage development by asking many open-ended questions and showing a genuine interest in what children have to say. This enables children to think critically and communicate with confidence. For example, they talk about the seasons and types of clothing people wear according to the weather.

Children enthusiastically make marks to develop their emerging writing skills. Some children make use of the many engaging words on labels, which motivates them to practise their writing skills as they form letters and basic words. Children develop their mathematical thinking throughout their play as staff ask questions, such as how many children are playing together at the table and if there are more or less in different areas. Furthermore, children benefit from a wide range of mathematical activities such as shape games, puzzles and an innovative pulley system to weigh and compare objects in the outdoor area. Children enjoy developing their understanding of information technology as they enjoy using programmable toys and enjoy independent access to a computer. Consequently they are developing excellent skills for the future. The innovative outdoor area enhances children's understanding of the natural world; they know how to plant, water and harvest as they grow fruit and vegetables. They confidently communicate their knowledge by showing adults a caterpillar and explaining that they need to put it carefully back onto a leaf so that it can grow and develop into a beautiful butterfly.

Children are developing an excellent awareness of a healthy lifestyle. They know to wash their hands after toileting and prior to eating. They make great strides in their physical development. They relish playing outdoors and using a rich variety of equipment to develop their skills. For example, they ride, jump, climb and roll hoops. They are developing a strong sense of safety. They effectively learn how to use the environment by taking supervised risks when outdoors and using equipment such as scissors and knives to prepare fruit.

Staff encourage children to develop an awareness of safety by teaching them to keep the environment tidy and safe during tidy up time and throughout the session. However, their approach is not always consistent and there are some missed opportunities during activities. Children make a highly positive contribution to the nursery. Their creative work is valued and displayed around the nursery and they help staff to sort, prepare and organise activities. Children are extremely well behaved; they share and collaborate with each other in their play very well. Staff are exceptionally good role models. They create an atmosphere which is calm yet vibrant and opportunities to have fun and learn are limitless.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met