

Fairytales Day Nursery

Inspection report for early years provision

Unique reference number EY431104
Inspection date 12/12/2011
Inspector Sheila Harrison

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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

Fairytales Day Nursery is owned by Fairytales Day Nursery UK Ltd. It registered in 2011 and operates from a single story building in a residential area of Elstree, Hertfordshire. They have use of three main base rooms, two of which open out directly onto a balcony for outside play. There are three steps to access one base room from the hallway and cloakroom area. There are facilities for disabled users. The setting serves the local area and has strong links with the local Children's Centre. There is a fully enclosed area available for outdoor play. The setting also uses the adjacent park.

The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 35 children may attend the setting at any one time. There are currently 52 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register although the setting is not currently providing care for children aged over five-years-old. The setting provides funded early education for three-and four-year-olds. It supports children with special educational needs and disabilities and children who speak English as an additional language.

The setting employs 12 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, two at level 3 and three members of staff have an early years foundation degree. One member of staff has a BA Honours degree in early childhood and education and is working towards Early Years Professional Status. Four members of staff are working towards a level 3 qualification. The setting receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children greatly enjoy their time in the setting. Staff generally link the interesting activities to the early learning goals to ensure children are making good progress in their learning and development. Staff get to know the children and their families well, which enables the setting to be inclusive and provide for the individual child. Rigorous systems are mostly in place to ensure all children are safe and the welfare requirements are successfully promoted. Staff work together as a strong team and continually strive to improve the provision through careful reflection on their practice. As a result the setting is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure rooms are maintained at a temperature which supports the comfort of the children
- enhance the observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The setting ensures that the arrangements for safeguarding children are robust, regularly reviewed and understood by those who work with the children. The managers maintain thorough records to ensure staff are suitable to work with children including the appropriate induction of new staff. Well-organised procedures are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies.

Staff demonstrate a high level of commitment to promoting the children's safety. They are vigilant to check the door to the kitchen closes fully before they leave this area. Daily checks on the premises are carried out and any maintenance issues are quickly dealt with. There are effective risk assessments and staff collect sufficient information on the products used in messy activities. For example, staff ensure that the glitter included in the jelly play will do the children no harm if ingested.

Children clearly benefit and thrive as a result of the setting they are in. Staff provide a welcoming and homely environment. Children enjoy some free access to the outside area leaving the classroom door open lowering the temperature in the rooms. During very cold mornings the heating is insufficient to bring the classrooms up to a suitable temperature to ensure the children's comfort. Resources are plentiful and of high quality. The setting makes very good use of the local children's centre's toy library to borrow toys such as wooden instruments and nursery rhyme music discs in other languages.

The setting has an inclusive ethos and managers and staff effectively evaluate the provision. There is a high staff child ratio with a well-established team of knowledgeable and enthusiastic staff. Staff strive for improvement and to provide high quality care and education. They demonstrate this commitment with a well-planned programme of professional training and development. Recent questionnaires from parents and input from team meetings are collated and assessed to inform the effective self-evaluation system. The current plan for improvement is well targeted to promote the achievement of all children.

Staff promptly identify a child's need for additional support sharing information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the help he or she needs. Staff invite the children's other providers of the Early Years Foundation Stage to visit the setting encouraging continuity of learning for the children.

The setting has a highly positive and well-established relationship with parents and carers. Parents are very well informed about their children's achievement, well-being and development through the comprehensive systems for daily feedback and

parent consultation evenings. Parents comment on the valuable two-way conversation with their child's key worker at the start or end of the day. They can request to view their child's learning journey at any time. There are many testimonials from parents praising the homely environment and caring staff. Staff plan a focus for the consultation evenings to give parents more information on Early Years Foundation Stage. For example, the value of planning to aid children's learning. Staff value the opinions of the parents and are delighted that many of them came to the consultation sessions.

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

Children are happy and involved in their play. Staff are skilled at promoting positive attitudes to learning. They are introducing a phonics scheme and children enjoy bringing items from home that relate to the letter of the week for 'show and tell'. Staff provide jigsaws to extend children's interest in dinosaurs. They help children to complete complicated puzzles through recognising and matching parts of the picture. The environment is rich in text in English and the home languages of the children. Children learn the technical terms used in information technology through an attractive display around the computer station. There are displays of photographs of the children at play and their families. This ensures that all children, including babies, show an extremely strong sense of security and belonging within the setting. Children behave well and staff are skilled in helping them negotiate and respond to the feelings and wishes of others.

All staff undertake sensitive observations of the children's development, they gather and effectively use this information in the plans to aid children's progression. Learning journeys are compiled and include the opportunities for the advancement of children's learning although this is not fully linked to the Early Years Foundation Stage, 'development matters'. This leads to some staff not having sufficient information to fully help children take the next steps in their learning.

Children have very good opportunities to learn about their neighbourhood and the wider world. Staff take children on the bus to the local station and they learn about road safety as they cross the roads. Parents are encouraged to bring their skills and knowledge into the setting especially when celebrating the festivals important to them. Children make rangoli patterns and diva lamps and dress in traditional clothing when learning about Diwali. They taste honey and apple and make honey cake for the festival of Rosh Hashana. Children have taken a basket of goods to a local care home and have been invited back to sing Christmas songs to the residents. This helps them to respect and value all people, avoid misapprehensions and negative attitudes towards others.

Children's health is well promoted. They develop appropriate personal hygiene habits as part of the daily routine. The setting provides a varied and healthy menu using meat substitutes and fish. Children's growing independence is encouraged as staff understand and encourage babies enthusiasm to feed themselves ensuring they have sufficient to eat. Children are encouraged to serve their own meals and

take sufficient for their needs. They have useful opportunities to learn about healthy eating as they are encouraged to try new tastes during an activity of making a 'large fruit salad'. Children freely access drinking water indoors. They are active and their physical skills are encouraged. They move around the premises competently and use the challenging equipment in the local park.

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
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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	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: Met

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