

Futurepath Childcare

Inspection report for early years provision

Unique reference number

EY429228

Inspection date

08/12/2011

Inspector

Lynn Reeves

Setting address

Unit 1, Warwick House, Beacon Bottom, Park Gate,
SOUTHAMPTON, SO31 7GQ

Telephone number

01489 577778

Email

jacky@fpchildcare.co.uk

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).

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

Futurepath Childcare registered in 2011. It operates from a detached building in a residential area of Park Gate in Hampshire. Children have access to dedicated play rooms and enclosed outdoor play areas. The nursery is open Monday to Friday from 7.30am to 6pm, 51 weeks of the year. Children may attend on a sessional or full time basis.

The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 55 children in the early years age range on roll. Children aged three and four years are funded for free early education. Futurepath Childcare currently supports children who speak English as an additional language. The nursery is also registered on the compulsory part of the Childcare Register. There are currently nine members of staff, which include management who work directly with the children. Six hold appropriate childcare qualifications the remaining staff are working towards a suitable childcare qualification. The nursery receives support from the local authority.

.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good nursery with some outstanding features. All children are welcomed into a caring and nurturing environment where they are valued and included. All aspects of their health and safety are extremely well promoted due to the highly effective operating systems in place in the nursery. Overall, children's learning and development are promoted successfully. Extremely positive partnerships with parents and other agencies effectively enhance the quality of care that the children receive. In the short time since registration, rigorous self-evaluation is being used effectively to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to investigate objects and materials and to find out about and identify some features of living things, objects and events they observe, to help them to make sense of the world
- develop further opportunities for children to access the full range of resources for play to extend their learning experiences, particularly in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's well-being is paramount. All staff are trained in child protection and are aware of the appropriate procedure to follow should they have a concern regarding a child in their care. Staff receive mandatory company training as part of their induction and follow the comprehensive range of procedures that underpin their good practice. The premises are secure with keypads, and passwords are used for collection of children. The policies and procedures are used effectively to ensure children are kept safe and healthy. The owner's vision and leadership have triggered several recent improvements to the nursery. They have introduced a rolling snack programme, so the children can come and eat when then choose to, and have laid artificial grass in the garden to provide greater opportunities for free-flow play in all weathers. The nursery has exceptional leadership driving improvement that is both appreciated and supported by all the staff. There is a regular focus on self-review and evaluation, which ensures there is no complacency. The available resources are used well in most areas to support children's development; these are displayed at low level to encourage early independence and choices. However, play resources to extend children's learning experiences are limited in the outdoor play area. Children lack some opportunities to investigate, find out about and identify some features of living things, objects and events they observe to help them to make sense of the world.

Children's very good health is assured as staff follow stringent hygiene routines, such as when changing children's nappies. All children clean their teeth after meals. The nursery is very well presented, clean, bright and stimulating. Children enjoy and greatly benefit from the healthy and nutritious meals provided. Management work cohesively in this newly registered setting to provide effective support to staff and to secure the safe and smooth running of the setting. They demonstrate high aspirations for quality, and use self-evaluation and development plans to drive improvement.

The nursery has highly positive relationships with all groups of parents and carers. Parents' views are regularly sought on key matters and used in the nursery's very effective self-evaluation system. Parent's evenings, questionnaires and regular newsletters enhance the communication between all parties. Parents are fully included in all aspects of their child's learning. They contribute to the planning of the next steps in learning for their child. Parents report they are extremely happy with the high levels of care their children receive and the good progress they make. Highly effective links are made with parents and other agencies and professionals involved in children's, care and development. Adults actively promote equality and diversity. Staff make the most of diversity to help children understand the society in which they live. Some festivals are celebrated with the children and they talk about jobs both men and woman can do. Systems are in place for staff to learn key words of the children's language when English is not their first language. Staff caring for babies recognise the benefit of using sign language and are beginning to use it to support children's speech and language development.

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

All children are happy and settle quickly in the nursery due to the care taken to meet their individual needs. They feel safe and secure, building close relationships with staff that ensure they are valued and included. Systems to observe children's progress and to plan for the next stages in their learning and development have been implemented well. Development records show that children that have attended the nursery for several months are making good progress. Staff are enthusiastic and interact purposefully with children, helping them to learn and develop. The younger babies clearly feel safe as they are happily engaged and have developed very secure relationships with the adults. They wiggle their bottoms, rattle the toys, laugh and giggle as they sing familiar nursery rhymes. The babies explore their surroundings confidently, delighting in watching toys move, as they turn handles and push buttons. Children are fascinated by changing textures when playing in the sand and water tray, and experimenting with the paints and glue during their planned messy play. Babies benefit from being held when being bottle fed, and being cuddled and comforted when needed, which ensures they feel safe.

Children in the toddler and pre-school group happily engage in a variety of interesting activities. They independently choose what they want to play with and use their imagination well in role play. They confidently walk around with clip boards, asking adults what they would like to eat at the 'Cafe' and keep themselves busy finding the utensils and food they need to prepare the meals. Children are beginning to recognise their names as they self register on arrival and use their name cards when sitting down for snack. Children develop good IT skills as they play with the programmable toys and technology, such as the telephones and tills in the home corner. The children enjoy participating in group circle time, where they sing the 'Hello song', talk about the weather and the things they have enjoyed doing throughout the morning. They develop an understanding of a healthy lifestyle as they bend, stretch, march and act out the actions to songs during dancing sessions. They equally enjoy initiating their own play and confidently move around, selecting activities both indoors and outside. Children in the garden pretend the wooden boat is taking them to Spain, but it is sinking because it is broken. Children decide that the engine is broken and needs fixing. However, limited resources in the outdoor play area prevent the children extending this opportunity of learning. Children learn good skills for the future as they develop early writing skills and count everyday objects. They thoroughly enjoy making salt dough. They talk about how sticky it is and add more flour as needed. They use a range of tools to make models and shapes and share the resources well.

Staff model respectful, caring attitudes and suitable behaviour extremely well. Children are given frequent praise and encouragement to promote good behaviour and are offered reward stickers when they have done something well. Children discuss how they are feeling and use the picture board to put their photograph on the happy or sad face poster so adults can support them and talk through any problems. Children are developing high levels of independence as they learn self-

care routines and serve their own food at meal times. The older children take themselves off to the toilet and wash their hands without prompt. They collect their plate and cup for snack, cut up their own fruit, use the cutlery to spread toppings and wash their dirty dishes. Most of them need only a little assistance, as everything is at their height to promote their independence. They respond with smiles to praise for their attempts, showing how their confidence is boosted. Learning how to stay healthy is encouraged exceptionally well from an early age in the nursery. Extremely effective systems help children learn to keep safe. They learn how to handle the scissors and knives correctly from an early age and practice regular fire drills. Babies, toddlers and pre-school age children make very rapid progress in their bright, nurturing environment.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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	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

Annex B: the Childcare Register

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

Met