

Fern Hollow Day Nursery

Inspection report for early years provision

Unique reference number

EY308455

Inspection date

20/12/2011

Inspector

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Setting address

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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

Fern Hollow Day Nursery has been registered since May 2005. In January 2008, it was taken over by the current owner. The nursery operates from a converted building in the rural village of Stocksfield. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6 pm for 51 weeks of the year.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time. There are currently 69 children attending who are within the Early Years Foundation Stage. Children come from the local and wider community. The nursery employs nine members of staff to work directly with the children, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff members have a good understanding of the Early Years Foundation Stage and provide children with an effective range of activities to support their learning and development. The supportive relationships they have with the children underpin the good progress children make in their learning and development. Systems for regular observation and assessment of children are in place, linked to the areas of learning, and clearly identify children's next steps of learning. Documentation is in place to ensure the safe management of the provision and effective systems for self-evaluation ensure the setting continually improves the quality of the provision it offers. However, there is limited evidence of parent's contributions to children's profiles.

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 parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

Staff members fully understand their roles and responsibilities to ensure children are safeguarded and remain safe. They are clear about procedures to follow should they have any concerns, and there is a clear and straightforward written safeguarding policy which is shared with parents. The setting keeps appropriate records, including accident, medication and attendance records. Staff deployment

ensures that children are supervised consistently throughout each session and comprehensive risk assessments, as well as daily safety checks, support staff in identifying possible risks to the children. In addition there is an appropriate detailed evacuation plan to support children's safety, accompanied by a record of successful fire evacuation drills.

Children move around the space confidently and choose independently from a wide range of age-appropriate resources which are mostly accessible to them. Staff members demonstrate a very positive attitude towards ensuring that all children are fully included in the setting. They work hard to provide an enabling and inclusive environment which makes children and parents welcome. Staff clearly recognise the importance of continuous improvement and continue to reflect on their practice to improve overall outcomes for children. For example, the manager is currently working with other professionals to formulate the setting's 'focus improvement plan'. This takes into account the views of all users, providing an accurate assessment of strengths and areas for improvement. The setting displays a positive attitude towards equality and diversity and all children are encouraged to participate in the full range of activities available. Children are taught to respect and accept differences. They have access to a good range of resources which further develop their awareness and understanding of the wider world.

Parents receive a good range of information regarding the setting, including written policies and procedures. These clearly outline the service provided and are available in written form as well as included on the dedicated informative web site. Parents can access their children's learning journeys which contain relevant information with regard to the Early Years Foundation Stage. However, there is limited evidence of their contribution towards their children's learning records. They are given sufficient information with regard to the Early Years Foundation Stage and the progress their children are making. The setting is committed to maintaining positive relationships with other provisions delivering the Early Years Foundation Stage, ensuring the efficient exchange of relevant information about individual children. Management regularly meet with other settings at the local district early years partnership meetings.

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

Staff members are friendly and welcoming and have a clear understanding with regard to the Early Years Foundation Stage. They know the children and plan effectively to meet children's individual development needs and provide them with a broad range of activities to support their overall learning and well-being.

Children are extremely confident to express themselves and make good progress in their communication and language skills. They thoroughly enjoy listening to a story about a popular monster, read to them skilfully by staff members who engage them fully and encourage their interaction. They develop their imagination and creativity further as they engage in play. For example, they discuss how the traffic lights must turn to green before they move off on their bikes and scooters. They have many opportunities to practise their mark making skills and thoroughly enjoy

using the chalks outdoors. Staff members are very skilled in extending children's learning further in their problem solving and numeracy and ask purposeful questions to encourage their understanding. For example, they ask the children to count the wheels they have drawn on the car and discuss how big the number eight is. In turn, children are beginning to use mathematical language as they describe the snake they have drawn as being the 'biggest wiggly snake ever'.

Children are happy to make their own choices and can independently select from the good range of resources, which are well maintained and clearly visible to them. Staff use very good skills to engage children's interest in interactive toys and children quickly demonstrate their skills and enthusiasm as they correctly identify which buttons to press. They display a very good understanding and are confident in their use of computer keyboard skills and mouse control. Younger children use single words and hand gestures to communicate with staff, pointing and holding their hands out. Staff respond to them with warmth and kindness, which in turn supports children's self-esteem and confidence, providing them with a real sense of belonging. For example, babies are handled extremely sensitively, ensuring they feel safe, valued and secure. This is demonstrated as staff rock them off to sleep. Children clearly love the opportunity of making music and join in enthusiastically with their favourite songs. Their faces glow with pleasure as they sing along and perform the actions to favourite songs, such as 'riding along in my bumpy tractor'.

Outdoor play is a central feature of the nursery day and children love to explore in the outdoor area. They display their delight as they successfully fill the plant pots with soil and enjoy the opportunity to feel the texture of the cold, damp soil. They visibly enjoy the freedom and practise their balancing as they manoeuvre the bikes and scooters around one another. This demonstrates their understanding of keeping themselves and others safe as they are careful not to bump into one another. It also contributes towards their good health as they gain increasing control over their bodies. In addition they enjoy nutritious snacks and display good manners as they share their meals together. Children are extremely kind to one another and happily share their resources. For example, older children hand the younger children balls, stating 'you can have that one because I have two'. Children behave very well and respond positively towards staff members who have realistic expectations in accordance with children's ages and stages of development and they are very good role models for them.

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

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