

Little Foxes

Inspection report for early years provision

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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

Little Foxes Nursery has been registered since 1994 and operates from an Elliot building situated within the grounds of Foxmoor Primary School, Stroud. It is managed by a committee, comprising of school governors, parents and nursery staff, and mainly serves the local community. Little Foxes is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to provide care for a maximum of 48 children aged from two to eight years, of these, no more than eight may be under three at any one time. The nursery is open on Monday to Friday from 9am to 12 noon and on Monday, Tuesday, Wednesday and Thursday afternoons from 12.15pm to 3.15pm during school term times. Little Foxes also provides care for children before and after school, from 8am to 9am and 3.15pm to 6pm, weekdays during school terms. School-aged children may attend the after school club until they reach the age of 11 years. There are currently a total of 117 children on roll aged from three to 10 years and of these, 56 are in the early years age group. The nursery receives funding to provide free early education for children aged three- and four-years. They currently support children for whom English is an additional language. There are eight staff working with the children, of these, seven hold relevant childcare qualifications. The group also has a clerical support member of staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well through detailed planning, observation and assessment. Children are happy, content and interact well with each other and the staff. There are good partnerships with parents and other early years settings and regular information is shared regularly between them. The staff have completed the self-evaluation process, which is detailed and indicates that progress has been made on the recommendations from the last inspection. In general evaluation of strengths and where improvement is required has been effective. However reflection on how routines are organised has not taken place and the designated person for safeguarding has not completed the appropriate training.

What steps need to be taken to improve provision further?

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

- ensure the practitioner who is the lead responsibility for safeguarding children within the setting has completed the appropriate safeguarding training course. (Safeguarding and promoting children's welfare) 30/06/2012

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

- make greater use of the outdoor play areas to offer children freedom to explore, use their senses, be physically active and exuberant and to give children first-hand contact with weather, seasons and the natural world
- reflect on how routines are organised so that disruption to children's play is minimised and they have time to prepare ready for the move to the next activity, in particular when getting ready for snack time.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are suitable and staff have an adequate understanding about the procedures to follow in the event of having any concerns about children in their care. However, the person who has lead responsibility for safeguarding children has not completed the appropriate child protection training. This is a breach in requirements. The designated person is able to get support, should she require it, from the school staff, on whose site the setting is situated. Risk assessments are completed and include any outings that are taken by children. Clear records are kept of any accidents that may occur to children on the premises and any medication administered to children. These are shared with the relevant parents on the day. All necessary written parental permissions are in place. However, the staff do not always keep details of any injuries that children may arrive with from home.

Resources are easily accessible, balanced and are used effectively to help meet children's individual needs. Resources reflect the diversity within the community. Staff offer good support to children who have English as an additional language who attend the setting. Planning, observation and assessments help staff meet the individual needs of children and the key person system works well. Staff know their children and families well. There is a good partnership with parents. Regular information is shared between the staff and parents through parents' meetings with their child's key person when learning journals are shared. There is a parents' notice board where information about future events is shared. Regular parental questionnaires help the staff reflect on parents' views and suggestions to improve practice. Parents comment on how happy they are with the setting and the care the staff provide. There are good partnerships with other early years settings, which include the nearby school. Detailed written information about individual children's development and learning is shared between the different settings that children attend.

The staff have completed evaluation of their practice and have successfully addressed the recommendations from their last inspection. The staff work well together as a team and are good role models for the children. They are dedicated and motivated to provide good quality childcare. Evaluation of practice has been effective and areas to improve and develop have been clearly identified and target areas that will benefit the children.

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

Children are happy, confident and active learners who enjoy their time at the setting. They are well behaved and understand the rules of the setting, such as not running inside. Children demonstrate they feel safe at the nursery and lovely interactions and open-ended questions from staff help children to think and problem solve. Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They can access books alone and also enjoy listening to stories read by staff. For example, a group of children sit and look at books with their dolls, showing the dolls the pictures and talking about the book to their dolls. Children enjoy taking part in action songs with the adults. Children have access to a computer and use it confidently. Children are encouraged to share and take turns as they play. Children are beginning to count confidently using items. They are able to access pens, paper and scissors which they use confidently. Children enjoy free painting and proudly show off their pictures when they have finished. Children display a strong sense of belonging and security within the setting. They show good levels of self-esteem and are able to take the initiative. Children work well independently as well as collaborating and co-operating with their peers. Children enjoy dressing up and role play. A group of children engage in a lovely activity where they pretend the home corner is a fire station and they go to put out fires around the room. Both boys and girls take part in this with many of them wearing dressing up clothes, including princess and ballet outfits.

Children's needs are met very well and staff are knowledgeable about their children. However, at times staff do not inform children that another activity is going to happen, for example, snack time and as a consequence some children may have their play interrupted because they have to sit down for snacks. Children have access to fresh air and exercise; however, children do not have regular access to develop their continuous play between inside and outside. Children understand about washing their hands before eating and after using the toilet. They enjoy sitting together at snack time and take an active part in pouring drinks, cutting fruit and handing round plates.

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	3
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	3
The extent to which children adopt healthy lifestyles	3
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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