

# Fordfield Nursery Ltd Ruxox House

Inspection report for early years provision

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| <b>Unique reference number</b> | EY366384  |
| <b>Inspection date</b>         | 02/03/2012  |
| <b>Inspector</b>               | Linda Bird  |
| <b>Setting address</b>         | Ruxox House, Maulden Road, Flitwick, BEDFORD, MK45<br>5BN |
| <b>Telephone number</b>        | 01525 405524  |
| <b>Email</b>                   | fordfield@btconnect.com                                   |
| <b>Type of setting</b>         | 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**

Fordfield Nursery Ltd, Ruxox House is owned by Fordfield Nursery Ltd and opened in January 2008. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Child Care Register. The nursery operates from six main rooms within a converted building on the outskirts of Flitwick, Bedfordshire. All children have access to a secure outdoor play area.

The nursery is open each weekday throughout the year and sessions are from 8am to 6pm. The nursery is closed for two weeks at Christmas and two weeks in during the summer. A maximum of 56 children from birth to under five may attend the nursery at any one time. Care is also provided for children up to eight years.

The provision employs 15 members of childcare staff, all of whom hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage is thorough and addresses all areas of learning. The planning ensures that the children receive experiences that foster good progress in their learning and development and the individual needs of children are met. The staff are dedicated to creating a warm and welcoming environment for the children to play, learn and develop. Strong links with parents and carers ensure that they are kept well informed of their child's progress. The highest priority is given to the children's safety, welfare and health; these areas of the nursery's provision are outstanding. Strong teamwork and ongoing evaluation of the nursery's strengths and weaknesses underpin the good capacity for further improvement.

## **What steps need to be taken to improve provision further?**

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

- improve provision for creative and role play activities so that an appropriate level of challenge is provided for the older children.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is outstanding because children's safety and welfare are given the highest priority and staff take considerable care to ensure that children are kept free from harm. A robust safeguarding policy is understood and adhered to by all staff ensuring that children's well-being is not compromised. Excellent security on entering and leaving the building and a signing system ensures that children play in a safe secure environment. Staff are appropriately vetted and are safe and

suitable to work with young children. Comprehensive risk assessments are regularly completed to ensure that the environment and resources, both indoors and outdoors remain safe for children. The generous ratio of staff to children ensures that children are very well looked after and are carefully supervised at all times.

The nursery provides a good range of toys and equipment for the children to play with. The resources are accessible to the children and are appropriate to their age and stage of development. The staff are knowledgeable about the Early Years Foundation Stage and use the resources well to support children's learning and enable them to be independent. The children have the opportunity to go swimming as part of the provision. A high priority is given to staff development and the opportunity to attend training courses. This good level of staff expertise directly impacts on the quality of provision for the children.

The owner and staff are ambitious to further improve provision. A process of refurbishment is taking place to the first floor so that additional space and an enhanced learning environment will be made available to the youngest children. Staff are dedicated and do their jobs conscientiously. All staff are involved in the evaluation of the work of the nursery. A process of rigorous self-evaluation is in place. Issues emerging from the self-evaluation are recorded as part of a whole nursery action plan. The action plan is detailed and includes medium and short term improvements. There is a strong commitment to offer the best quality provision possible.

The nursery enjoys positive relationships with parents and carers. A number of strategies are in place for the parents and nursery staff to share information about the children's progress and development. During parents' evenings the parents spend time in the nursery and meet with staff. This is an effective way of sharing information with parents and seeking their views on the progress of their children. The nursery takes careful steps to ensure that the parents' wishes are met in relation to the care of their child. Communication books are completed on a daily basis and these provide information to parents on sleep, feeding and nappy changing times. Overall, parents are kept well informed. The nursery also establishes good relationships with other professionals. The older children visit the schools to which they are transferring accompanied by nursery staff. The teachers from the schools are invited to visit the nursery to see the children at play in their setting. In this way the nursery effectively supports a smooth transition for children from the nursery to school.

The nursery provides a warm welcoming environment to all children. As part of the short term planning children's particular learning needs are identified. Staff offer sensitive support to children with special educational needs and/or disabilities. An equal opportunities policy is in place together with a special educational needs policy. This means that children's individual needs are addressed and all children are fully included in the setting.

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

Staff have a good understanding of the Early Years Foundation Stage. Planning is prepared on a termly and weekly basis and covers the six areas of learning. Detailed assessments are made and the observations are recorded in each child's 'Learning Journey'. The 'learning journeys' are completed for all areas of the curriculum with observation and photographic evidence to show children's progress and development. Children develop positive attitudes to learning. Staff ensure a good balance between adult-planned and child-initiated play. There are many opportunities for children to develop communication, language and literacy skills. They listen attentively to stories and demonstrate their familiarity with the story. Children also enjoy looking at books independently. They are able to identify their favourites. Children know that print carries meaning and they are able to confidently handle books.

The children's knowledge and understanding of the world is enhanced by exploiting their interest in birds. Bird feeders are hung on the trees in the outdoor area. The children carried out a tally to identify the frequency of sightings of particular types of bird. Children are given a prepared outline of a bird to decorate however, are not encouraged to draw their own birds. There are opportunities for role play both indoors and outside. Children have experience of role play, but there are weaknesses in the way this is planned. They enjoy their learning and make good progress, however, given the age and ability of the older children there are weaknesses in further enhancing and accelerating their learning.

The nursery provides excellent care for the children and they feel safe and secure. They are able to move freely around because it is safe and staff are vigilant in their supervision of the children. Excellent opportunities for children to learn about a healthy lifestyle are provided. Children learn about the importance of healthy and nutritious food. The meals are cooked by a chef on a neighbouring site and are of excellent quality. Children are successfully encouraged to develop their independence. They load their beaker and plate into the dishwasher after eating. Hygiene in the setting is given a very high priority. Staff follow rigorous cleaning routines so that resources and equipment are clean and safe. The children brush their teeth after the meal and know about the importance of good dental hygiene. They show an excellent understanding of the importance of washing their hands prior to eating and after using the toilet; this is because the staff have established clear routines. Children have many valuable opportunities for physical development. The babies have their own secure outdoor area and are able to develop their skills in crawling, sitting, standing and walking. The children are taken swimming and have opportunities for nature walks in the fields backing onto the nursery.

Children behave really well in the setting because staff set appropriate boundaries and take the time to give clear explanations to the children when managing any poor behaviour. The children have high levels of confidence and are able to communicate effectively. They are able to concentrate for extended periods of time. The children learn about other cultures and beliefs when they celebrate

Chinese New Year and Australia day. This is because the staff take care within their medium term planning to ensure that the children are introduced to a wide range of cultures and festivals.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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        | 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