

# Field House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY332404  
**Inspection date** 11/07/2012  
**Inspector** Shirley Wilkes

**Setting address** Munro Street, Stoke-on-Trent, Staffordshire, ST4 5HA

**Telephone number** 01782 844 863

**Email**

**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**

Field House Day Nursery opened in 2006. It is privately owned and operates from a renovated school building in Stoke-on-Trent on the outskirts of the town centre. Local schools, parks and other amenities are close by. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. Children share access to secure enclosed outside play areas.

The nursery is registered on the Early Years Register. A maximum of 70 children may attend the nursery at any one time. There are currently 58 children aged from five months to under five years on roll, some in part-time places. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 19 members of staff. Most of the staff hold appropriate early years qualifications. The manager holds a foundation degree in early years.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the staff gather useful information on children's individual needs. This promotes inclusion and supports their learning and development. All of the required documentation is in place and all relevant policies and procedures are suitably implemented in practice. Children's individual needs are met well as staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care and strong relationships with parents and others support this effectively. The management and staff demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the setting.

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

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

- support children in feeling safe and secure through preparing them for changes that may occur in the routine.

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

Staff demonstrate a good understanding of the safeguarding procedures and are fully aware of their responsibilities to protect the children in their care. Policies and procedures are in place to support the setting's commitment to acting in the best interest of the child at all times. Children enjoy a safe and secure environment because the management and deployment of staff are well organised and

monitored to ensure staffing levels remain high. However, children are not fully prepared when visitors are present at the setting to ensure their understanding of change in the daily routine. The environment indoors and outside is subject to thorough risk assessment, with daily risk assessments completed on the outdoor area to ensure children's continued safety. Children are aware of the rules for safety and regularly practise emergency evacuation, which staff record to demonstrate how effective practice is maintained. All records relating to children's individual health and safety are well maintained, as a result staff have a good understanding of how to meet children's individual care needs.

Children feel safe as they are familiar with the key workers who care for them. They play in an organised environment where space is used effectively. Children are allowed to decide about their own play, work with others or share activities with staff according to individual needs and preferences. Outdoors, a range of different areas are used, with different surfaces, so that children can use for different purposes and in a range of weather conditions. Staff recognise and value children's differences and children have access to various resources which depict positive images of diversity. For example, role play equipment, books and symbols are used throughout the setting which provides a warm welcome and helps each family to feel valued.

The close working relationship between the nursery and parents ensures that each child's individual needs are addressed in a consistent and respectful manner. Information is shared effectively enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Parents and carers are well informed on all aspects of their child's achievement, well-being and development. They are positively encouraged to play a part in their child's learning and development. For example, they regularly receive a sample observation about their child. This gives them the opportunity to share information from home and comment on their future development. Parents' evenings enable parents to have an input into their children's care and learning. Good links are in place with other agencies and professionals, such as the local speech and language team or special educational needs and/or disabilities teams to support children with additional and specific needs.

A detailed self-evaluation document is in place to identify areas for future development and this is updated regularly. Actions and recommendation made at the last inspection have been addressed to improve outcomes for children. Questionnaires or the use of the comments box gives parents the opportunity to be included in the self-evaluation process. All of this clearly demonstrates a strong capacity to maintain continuous improvement.

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

Children make good progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery. Staff observe children, record their achievements and use this information to highlight any gaps in children's learning. Activities are then planned to take account of children's

interests and their individual learning needs and next steps for them to work towards.

Children's personal, social and emotional development is given good consideration. An effective key person system is used to ensure children are seen as unique individuals whose specific care and development needs are planned for and supported by all staff. Children enjoy themselves in the friendly and warm environment. They develop a sense of belonging as they see photographs of themselves and their families in all of the play rooms, and see their art work displayed around the setting. Children are well behaved, confident and enthusiastic learners. They make good friends, chat whilst they play together and learn about right and wrong. They are developing a good range of skills that will support them in their future lives, such as exploring technology by using a computer and other electronic toys.

Children are learning to recognise their name with self- registration, the use of named table mats at lunch time and named coat pegs. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities. They are provided with opportunities to practise their mark making skills using a variety of resources. For example, using water or chalks in the outside area to draw pictures and make patterns on the floor. Babies delight in using the sponge stencils to print on the fence panel. Older children develop their mark making further, practising and forming recognisable letters when creating their art work. Routines, such as meal times, are used to support children's independence skills more effectively, for example, older children are encouraged to pour their own drinks and self-serve their lunch. Daily routines and activities, such as circle time provide good opportunities for children to practise their understanding of numbers and counting and to use their conversational skills.

Babies demonstrate that they feel safe and secure with their care givers, readily seeking comfort and reassurance. They enjoy looking at themselves in low level mirrors, sitting with staff looking at books or playing in the ball pool. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors, for example, taking part in the obstacle race and using the sit and rides with gentle reminders from staff to be careful of other children.

Children develop knowledge and understanding of the natural world by planting and growing their sunflowers. Children also learn to care for living things by raising caterpillars and releasing them when they change into butterflies. They are also now caring for their new baby stick insects. All children have good opportunities to be creative. Babies explore through their senses using different textures, such as the oats in water and smelling fragrance bags. Children make models out of recycled materials and make pictures with the natural materials they have collected from the garden, helping their understanding of recycling.

Children's good health and understanding of personal hygiene is promoted well through good practices used by staff and taught to children. Parents of babies may choose to bring their own foods and older children eat freshly prepared nutritious meals provided by the nursery. This ensures all children receive a well-balanced diet. Older children talk about foods that are good for them because they take part

in regular activities to support their knowledge. As a result, children's welfare is supported well.

## 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

<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

<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	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

<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	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