

Fairy Tales Day Nursery

36 Chesterfield Road, Barlborough, CHESTERFIELD, Derbyshire, S43 4TT

Inspection date

15/10/2012

Previous inspection date

06/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Educational programmes have depth and breadth across all areas of learning. Activities are interesting and challenging, as a result children are making good progress in their learning and development.
- Children are motivated and interested in the activities owing to the support they receive from staff and the resourceful learning environment.
- Staff encourage parents very well to support children's learning at home through the use of grab boxes, 'George the bear' and the 'Achievement tree'.
- Staff form good relationships with children, as a result children are settled and feel safe.
- Children are well behaved owing to staffs positive role modelling and methods used to help children understand their own and other's needs.
- The manager has a good overview of the educational programmes through monitoring systems to ensure that children reach their full potential.

It is not yet outstanding because

- Parents are not yet fully involved in completing the initial assessment of children's starting points on entry into the setting.
- Facilities for pre-school children to rest as needed in a comfy suitable area are not always available.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the activities indoors and outdoors.
- The inspector spoke with the manager, members of the staff team and children at appropriate times throughout the day.
- The inspector looked at children's learning journeys, planning documentation and some records.
- The inspector took account of the views of parents from those spoken to on the day and from information included in the setting's own parent surveys.

Inspector

Helene Terry

Full Report

Information about the setting

Fairy Tales Day Nursery was registered 2001. It is privately owned and operates from an end converted terraced property in Barlborough, Derbyshire. The nursery serves the local community and surrounding areas. Children have access to a secure outdoor play area. The nursery is open each weekday all year round except from public holidays. Sessions

operate Monday to Friday between 7.45am to 6pm. Children attend for a variety of sessions.

The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 73 children on roll and the nursery supports children with special educational needs and/or disabilities. There are 13 members of staff employed to care for the children, 12 of whom have early years qualifications at level 2 or 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further systems for enabling parents to help staff complete the initial assessment of children's starting points on entry into the setting to maximise the two-way partnership in promoting each child's learning
- develop the environment further by providing a cosy place where pre-school children can rest or sleep quietly, should they need to, without being disturbed.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and confident at the nursery. Staff fully consider their individual needs and learning styles and as a result, children make good progress in their learning and development. Children take part in a variety of adult-led and child-initiated activities that are closely linked to their individual development plans and staff's observations of each child. Children are motivated and enthusiastic about the activities because they reflect their interests and abilities. Staff complete an initial assessment on what children can do when they first start at the nursery to help them assess children's starting points. However, parents are not yet fully involved in this process to maximise the two-way partnership in enhancing children's learning. On the other hand parents are encouraged to share their own observations of their children through the year and are encouraged to extend learning at home through the use of 'George the Bear', the 'Achievement tree' and 'grab boxes', which gives parents ideas and resources for activities at home.

Staff support children well to understand the activities, for example, they guide them in completing jigsaws and matching activities and help them to understand how to use the computer owing to changes to the controls. They help children's thinking processes when

using numbers, for example, calculating how many children were present after lunch owing to some children going home. Staff listen to children and their ideas valuing their questions, giving children time to think and respond. For example, after reading a story at group time staff ask children to recall events in the book and listen carefully to their explanations. Babies and toddlers are chatted with. Staff encourage playfulness and taking turns with responses as a means of engaging children in conversation. The Every Child a Talker programme is used within the nursery to support and encourage language development, and as a result, children make good progress in their communication skills.

Children are sociable and confident. Pre-school children have friends they like to play with whilst toddlers and babies smile and attempt to communicate with visitors to the nursery. Babies learn how things work and happen as they press buttons on electronic toys to make sounds whilst pre-school children use laptops well to complete programmes. All children enjoy malleable materials, exploring using their senses. Staff support babies in finding the dinosaurs in the shaving foam and pre-school children develop a range of skills using the child-friendly cutters, rollers and knives to make changes to a material similar to dough.

Children have good opportunities to play outdoors in the well-resourced garden. They develop good physical skills as they climb on the climbing wall and balance on the walk ways that they make from the tyres and planks of wood. They ride bikes and enjoy being pushed along in the cars by their friends as they develop turn-taking skills. Staff help them negotiate how to take turns by suggesting that maybe one of them sits in the car whilst the other pushes and then they change over, which the children confidently do.

The contribution of the early years provision to the well-being of children

The children's behaviour is very good. They are developing very good relationships with their peers and the staff. Staff use praise and encouragement well to support learning and methods used are individualised for each child's learning styles. For example, reward charts are used with some children in conjunction with parents' wishes for events, such as toilet training.

A healthy lifestyle is actively promoted with daily opportunities for children to play inside and outdoors at the setting where they practise their large physical skills and benefit from the fresh air. Children enjoy meals and snacks that are healthy, nutritionally balanced and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily as well as freshly prepared meals.

There are suitable facilities throughout most of the nursery to enable children to rest as required, however, there are no facilities currently in the pre-school room to enable children to rest or sleep, should the need arise.

Staff provide children with good opportunities to help them develop an awareness of being safe. Children learn to take risks in a controlled environment boosting their self-confidence, especially outdoors, as they use the climbing equipment. Pre-school children

have learnt to consider others safety, for example, a child tells his friend to be quick as they open the gate to get their coats so as 'not to let the little ones out'.

Children are supported well by their key person helping them make attachments and ensuring their well-being. Staff are based in particular rooms and as part of the transition between rooms staff help settle children. The changeover of staff is kept to a minimum to ensure continuity of care, particularly for the babies. This has positively impacted on children's self-esteem and confidence throughout the nursery.

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

The children are safeguarded effectively owing to staff's knowledge of child protection issues, including appropriate procedures to follow should any issues arise. There are good recruitment, vetting and induction arrangements in place to ensure that staff who are working with children are suitable to do so. Staff receive regular supervision and appraisals throughout the year, which helps identifies their needs in order to enable them to foster children's care and learning effectively. Comprehensive risk assessments covering all aspects of the setting are maintained very effectively. The majority of staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are well cared for.

The environment is stimulating, well-organised and very conducive to learning. Children's work and photographs adorn the walls giving them a strong sense of belonging. Inside and outdoors, resources are well organised. As a result, children independently explore and investigate freely. The nursery provides a service that is inclusive for all children. Staff readily adapt routines and activities so all children can take part. Children with additional needs are supported well because staff understand their needs and work closely with their parents and other agencies.

The nursery staff work well in partnership with parents and carers to promote continuity of care and learning. Parents receive good information about the nursery and are welcome to talk with the staff at any time. The nursery works extremely well alongside other agencies involved in the care of children, such as children's services and health professionals. They work closely with local schools in the transition of children onto their new schools. Consequently, enhancing the continued progression of children's care, learning and development.

Management effectively share their high ambitions for the nursery and successfully implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of parents, carers, children and staff. Management use various tools for monitoring the effectiveness of the setting alongside the local authority. They quickly act on any recommendations identified. All recommendations that arose from the last inspection have been addressed, as a result children's well-being and development has been enhanced.

The nursery manager monitors the educational programme well through discussions with

staff and overseeing the planning alongside children's development through their 'story boards'. This enables her to support staff to identify needs and obtain any further resources required. As a result, the setting has a good capacity to continue to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY216246
Local authority	Derbyshire
Inspection number	884623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	73
Name of provider	Fairy Tales Day Nursery
Date of previous inspection	06/04/2009
Telephone number	01246 810848

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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