

# Foxcubs Nursery

Foxdell Children's Centre, Runley Road, LUTON, LU1 1TZ

<b>Inspection date</b>	16/11/2012
Previous inspection date	10/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Practitioners have a good understanding of how children learn. Therefore, they make good use of opportunities to promote children's learning through play and structured activities.
- Children are happy, secure and eager to explore and learn. Their behaviour is good and their independence is promoted. They are, therefore, well prepared for future learning.
- Children's language, communication and social skills are promoted well. Work with children who have special educational needs and/or disabilities is of particularly good quality. They are well supported in taking an active part in activities and routines, thus, promoting their enjoyment and learning.
- Good assessment and planning means that children's interests are noted and they are offered a wide variety of associated activities. The key person system is used well, meaning that practitioners and families work together to promote children's learning.

### It is not yet outstanding because

- There is further scope to develop the assessment procedures to make greater use of updates from parents, in order to enhance activity planning.
- Opportunities for children to write and make marks are not always optimised in all areas of play.

## 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 activities in all rooms and the outside area.
- The inspector held meetings with the manager of the provision.
- The inspector talked with children present.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kelly Eyre

## Full Report

### Information about the setting

Foxcubs Nursery is run by the Pre-School Learning Alliance and was registered in 2008. It operates from a purpose-built building within the premises of Foxdell Infant School in Luton, Bedfordshire. The nursery is linked to a children's centre. It serves the local and surrounding communities and has strong links with the school on which it is sited. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during term time only. Sessions are from 8am until 5pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 88 children on roll, who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. It provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and 11 at level 3 or above. One staff member has achieved Early Years Professional Status. 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:**

- enhance the assessment procedures by making full use of updates from parents about their child's learning and development at home
- extend opportunities and resources for children to write and make marks during role play and other activities.

### **Inspection judgements**

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

Good procedures to gather information support practitioners in getting to know the children. Therefore, they are able to ensure that children are well supported and their individual needs are met. This also means that children are secure at the setting, are keen to explore and learn and are, thus, developing positive attitudes to learning. Teaching techniques are strong and practitioners encourage children to develop their own play, offering support whenever needed. For example, children playing with a construction set are encouraged to count the bricks and name the colours. The practitioner then goes on to introduce additional vocabulary and to encourage children to compare the sizes of the towers as they build.

Practitioners observe children as they play, supporting them in acquiring the skills to learn

effectively and to achieve well. They encourage children to experiment and develop their own ideas and knowledge. For example, children have time to explore trays of salt before a practitioner encourages them to use additional implements. They thoroughly enjoy using sieves and scoops, going on to make patterns in the salt and later developing the activity into a role play scenario. Children are well supported in developing their language and communication skills. They participate in discussions and are encouraged to listen to each other's contributions. For example, group times are well organised and enable children to feel confident in stating their views and choices but also encourages them to respect the views of others. To support this area further, the setting utilises specialist programmes. For example, they participate in the 'Every Child a Talker' initiative, which concentrates on children's early communication and language development.

Thorough observations and assessments means that practitioners have a good understanding of each child's current developmental stages and interests. Good tracking procedures means that they can check all children are making progress. They seek additional help whenever needed, so that they are able to promote the progress of all children towards the early learning goals. Their work with children who have special educational needs and/or disabilities is excellent. They ensure that children are always well supported, so that they play an active role in choosing and participating in, activities. Staff then take this further by offering specific activities that help develop children's social skills. This means that children are better prepared for participating in everyday life and in the society in which they live.

Practical activity planning is soundly based on children's needs and interests. Key persons assess children's progress each week, using the Early Years Foundation Stage guidance to help plan next steps for each child. These are then fed into the weekly planning and re-evaluated to check children's progress. Practitioners also review the planning to ensure that children are offered balanced opportunities in all areas of learning and can play independently and participate in structured activities. Children are, therefore, able to play an active role in their learning and learn to cooperate and share with others.

Children are offered a wide range of opportunities that promote their physical development. For example, they use small tools, such as pencils and scissors. They also develop skills in balance, control and coordination as they participate in parachute activities and ball games. Children are offered a variety of opportunities to learn about the diversities of society. For example, they access relevant role play resources and books and displays, which portray positive images and the use of different languages. They also participate in discussions. For example, they talk about their own family and different family compositions. Children have opportunities to make marks and develop early writing skills. For example, they help themselves to writing materials on tables inside and outdoors. However, writing materials are not readily available in role play areas and alongside other activities. This means that children are not fully encouraged to develop the use of writing for a purpose, such as writing lists and messages.

There are clear systems to assess children's starting points. Practitioners work in partnership with parents to obtain this initial information. This is supported by home visits to each child, enabling practitioners to start to form good relationships with both children and their parents. Good communication procedures means that parents have opportunities

to share daily news about their children and regularly view their child's assessment files. However, the assessment procedures do not take full account of all updates from parents about how their child has been learning and developing at home. Consequently, practitioners are not able to include this full range of information in their planning and so promote children's development to the very optimum. The setting also uses newsletters and displays to provide information about the Early Years Foundation Stage and current planning. Parents are, therefore, supported in extending their child's learning at home.

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

The well-implemented key person system supports good partnership working with parents and helps to ensure that children are secure and form good relationships with practitioners. Key persons monitor children's progress and make sure that they are happy and settled. They support and encourage children to explore their environment and express their ideas. This helps children develop a positive approach to future learning and prepares them well for the transition to school.

Practitioners recognise children's attainments and offer them praise for effort and achievement, thus, promoting their self-esteem. Children enjoy each other's company and work well together, happily sharing the toys and resources. They enjoy taking on responsibility. For example, they help tidy away their activities before starting a new one. New children settle well because practitioners work with parents to find out about their interests and needs, incorporating these into the daily planning. Practitioners act as good role models, showing care and respect for all and an interest in their environment. Children mirror this behaviour and react to the positive approach. They, therefore, learn to appreciate the feelings and beliefs of others and to respect their environment. The provision of accessible resources means that children have many opportunities to play, explore and develop their own learning. For example, children playing with magnets decide to look around the room for other magnetic items.

Children are well supported in developing their self-care skills. For example, they help themselves to drinks and put on their own coats before going outside. They learn about the importance of exercise and physical activity as they participate in activities and discussions. For example, they join in with physical activities and then note the effect this has on their bodies. Ongoing discussions also support children in gaining a good understanding of safety issues. For example, they learn how to use equipment safely and understand why it is important not to run inside.

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

The manager is conscientious and sets high standards for the quality of care offered by the setting. She utilises thorough self-evaluation procedures that take into account the views of staff, children and parents. This enables her to build a balanced and representative overview of the setting's daily work. Practical action plans are then used to

identify and prioritise areas for improvement. For example, changes are planned for the younger children's room, which will make this a more accessible environment and means that they are offered further activities and play opportunities. There are robust systems for monitoring staff performance and promoting professional development through training. This is done formally through appraisals and informally through ongoing observations, discussions and team meetings.

Thorough monitoring procedures means that each child's progress is tracked and practitioners are well supported in working with all children. The setting also has procedures in place to support them in liaising with other professionals. They are experienced in this area and work well with a wide range of other people to support children and their families. Good partnerships with parents means that children's care is consistent, their development promoted and parents are supported in playing an active part in their child's learning. For example, the regular review of their child's assessment records means that parents understand their child's next developmental steps and can extend their learning at home.

Children's welfare is given a high priority and is considered throughout all aspects of the setting's work. This area is further supported by thorough safeguarding procedures. The manager and practitioners have attended additional training and frequently refresh their knowledge through team meetings and in-house training. They are clear about their roles and work well in partnership with families and external agencies. There are robust procedures to ensure the suitability of all practitioners and others working in the same building. Practitioners demonstrate a good awareness of safety issues. They carry out regular risk assessments and daily safety checks, paying attention to ensuring that the environment is safe and welcoming. This means that children can enjoy their time at the setting and have a positive childcare experience that forms a sound base for their future learning.

### 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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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

<b>Unique reference number</b>	EY374847
<b>Local authority</b>	Luton
<b>Inspection number</b>	888930
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Pre-School Learning Alliance

<b>Date of previous inspection</b>	10/11/2008
<b>Telephone number</b>	01582731945

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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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