

Red Fox Day Nursery

c/o Foxes Piece School, Newfield Road, Marlow, Buckinghamshire, SL7 1JW

Inspection date	13/03/2013
Previous inspection date	22/01/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Sleeping babies are not adequately supervised at all times to ensure their safety and needs are met.
- Risk assessment procedures are not robust and do not effectively identify all risks to children.
- Management self-evaluate the setting's practices. However they identify where improvements can be made in children's learning more effectively than their welfare.
- Staff have not implemented the progress check and assessment procedures for children aged two years.
- Older children do not have independent access to paint, recycled and creative materials in order to freely express their own creative ideas.

It has the following strengths

- The nursery has good settling in procedures so children settle quickly. Parents of children in the baby room have good relationships with staff and appreciate the useful information they receive.
- There are effective systems in place to identify children with special educational needs. Staff seek and provide appropriate support ensuring they make strong progress.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and activities in the three playrooms and offered to complete a joint observation with management.
- The inspector looked at documentation including children's assessments records, evidence of suitability of staff, the self-evaluation form and a range of other documentation.
- The inspector spoke to children and staff during the inspection.
- The inspector spoke to the owners and also the deputy who is the special educational needs coordinator.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector
Carol Willett

Full Report

Information about the setting

Red Fox Day Nursery registered in 1993. It is one of two nurseries privately owned by the same proprietors. It operates from a single storey building within the grounds of Foxes Piece School, close to the centre of Marlow, Buckinghamshire. Children are accommodated according to age in four playrooms. They share access to the outdoor play area. The nursery opens from Monday to Friday, all year round. They close for all bank holidays and for a week between Christmas and New Year. The nursery opens from 8am until 6pm. Children attend for a variety of sessions. There are currently 54 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children who have special educational needs and/or disabilities. There are 13 staff who work with the children, of whom 12 have appropriate early years qualifications. The owner/manager is a qualified teacher. Three of the staff have early years degrees. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staffing arrangements to keep children safe by ensuring sleeping babies are adequately supervised at all times
- develop robust procedures for risk assessment in order to identify all risks to children, including for sleeping babies
- improve assessment procedures and ensure there are good systems in place to review children's progress at age two years and provide a written summary for parents of children's strengths and any concerns.

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

- enable children to have free access to paint, recycled and creative modelling materials so they can independently express their own creative ideas or to make props to support their role play
- further develop systems for self-evaluation to effectively identify strengths and weaknesses to drive improvements for children. For example, by ensuring self-evaluation focuses on the practices impacting on children's safeguarding and welfare as well as their learning and development.

Inspection judgements

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

The nursery play rooms are set out well to ensure children can make progress across all areas of learning. Children make sound progress in their development as staff provide a good range of interesting resources and plan suitable activities. Overall, staff have a secure understanding of how children learn. The nursery has a key person system in place and staff carry out ongoing observations on the children. Staff keep a record of their observations, which are used to identify the next steps in children's learning. These are linked to the learning areas and used to inform the planning of suitable activities. However, the nursery has not met their legal requirement to implement the progress check for children aged two years. They have not provided a written summary of children's strengths and any areas of concerns for parents as required by the Early Years Foundation Stage framework.

Staff follow effective procedures when children with special educational needs attend the nursery. Staff are caring and supportive to the children and cater for their individual

needs. They work closely with parents and other professionals involved developing individual educational plans. These are reviewed on a regular basis and targets set so all children make progress and this helps narrow the gap from their starting points. Staff support children to choose from the stimulating range resources and activities which can be easily reached from are easily accessible in low shelving units. Staff encourage children's language for communication and thinking by using good questioning techniques. The nursery is well resourced and staff plan daily to engage children in interesting and purposeful play.

The provision for babies learning is strong. They confidently explore within their excitingly presented playroom. They enjoy climbing in and out of the ball pond and pull themselves up to standing using the large wooden wall mounted activity centre. This helps develop their physical skills and encourages their mobility. Younger children use different tools and resources as they explore a range of textures including cornflour and water. They enjoy making marks using plastic knives, spoons and a car. The soft play area provides plenty of challenge for their developing physical skills. Preschool children develop good language and communication skills as they enjoy singing and nursery rhyme sessions. Staff engage children with their story telling skills and children become involved in the story. For example, staff encourage children to lift the flaps and name the animals and noises they make. Children know familiar stories and finish the rhyming words at the end of the sentence. Children have opportunities to paint, draw and make marks as they use a variety of tools and resources. However, older children's opportunities to be freely creative are limited. They can not independently select paint and materials, such a recycled materials to make models and props for role play as these resources are not available on a daily basis.

Children take part in outdoor play during each day. There is an exciting range of resources that enable children to make progress in all learning areas. Children learn about the wider world as the nursery support a nursery in Africa. They do fundraising activities that include both children and parents. Children see the results of their efforts as a display is provided in the entrance. Children develop friendship groups and show care for their friends as they give each other hugs. Staff praise and encourage the children so they develop good self-esteem and are happy and play well.

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

Staff deployment and supervision does not meet the needs of all children to ensure their safety and well-being. However, insufficient consideration has been given to the risk assessment process, supervision and staff deployment to ensure sleeping babies are adequately protected. Children are generally happy and most are confident in their play and learning as they develop good relationships with caring supportive staff. Staff work closely with parents and daily communication develops continuity of children's care. The key person system enables the sharing of information between staff and parents. This helps staff to support children's learning and share any concerns in their development. Settling in procedure are well-established and staff support children's transition into the nursery effectively. New parents appreciate the friendly and comfortable environment and

flexible arrangements in the baby room. There are suitable procedures in place to support children's transitions between play rooms. This means children are settled and confident within the nursery.

Children develop a secure sense of belonging and self-esteem as staff are friendly and caring. They receive consistent praise and encouragement. Older children develop a sense of responsibility as they happily help pack away toys and sweep up ready for snack time. Children generally behave well as staff use consistent methods of behaviour management. They work well with parents to address any difficulties with children's behaviour. Children move around the playrooms freely and safely as they choose activities. They play in a generally safe and secure setting and there are monitoring cameras in each play room. Staff follow babies individual routines so they feel settled with the nursery. Babies form secure emotional attachments with the small caring staff team. However, staff do not fully protect babies when they are sleeping.

Older children develop good independence and self-care skills as they are use the toilet and wash their hands. They learn about healthy lifestyles as they pour their own drinks and choose fruit for their snack. Meals are freshly cooked in the nursery and children enjoy a good variety of nutritious meals. They eat well and are able to eat as much as they like to satisfy their appetites. Children have drinks with meals and older children can freely access cups and water. Outdoor play opportunities and the range of exciting challenging equipment encourage children take part in physical exercise and to develop healthy routines. Babies are taken for regular walks so they get plenty of fresh air and see the local environment.

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

The arrangements for safeguarding children are inadequate. Overall, staff are adequately deployed to supervise the children. Ratios are maintained throughout the day with older children sometimes joining together. Lunchtime staff are employed to support staff breaks. The inspection was brought forward as a result of concerns received by Ofsted. As a result actions were set regarding risk assessment, staff deployment and supervision of children. This is because sometimes babies are left outside their playroom sleeping in the buggy when they come back from walks. Staff supervision and deployment does not provide them with adequate protection. The area they are left in is unsecure and accessible to members of the public. This is a risk to children's safety. The risk assessment process does not effectively cover the sleeping arrangements for children and this compromises their safety. The owners complete an annual risk assessment review and staff complete a daily check list to ensure their playrooms are safe and suitable. There is a secure outdoor play area that is well-resourced and provides an exciting play environment that enables children to develop their skills in all learning areas. All staff have completed safeguarding training and know how to respond to any concerns they may have about a child. There are suitable written policies that include safeguarding and complaints, which are shared with parents so all are aware of their responsibilities. Recruitment and induction procedures are sound, which helps ensure staff are suitable to work with the

children. A staff appraisal system is in place and identifies their training needs. The staff team are well qualified and they are encouraged to attend relevant training.

Although the owners are in breach of some welfare requirements there are many relevant health and safety policies and procedures in place. There are suitable systems for keeping records that meet with the welfare requirements. Staff record accidents and any medication administered, which parents sign as they collect their children so they are aware of what has occurred. The owner and deputy complete a self-evaluation form and use this to make changes to meet current requirements and improvements to their practices with regards to children's learning. However, this is not always successful in identifying key weaknesses with regards to the welfare requirements. For example they have improved the outside area to extend children's learning opportunities however they have not identified the potential risks to babies when sleeping them outside. The owner, who is also the manager, understands her role in the provision and monitoring of the educational programme. She ensures staff provide a suitable range of activities and there is a wide range of interesting and suitable resources that cover all areas of learning. Assessments and targets for learning are in place and developing to ensure children can make maximum progress in their learning. Staff are not implementing the written summary for parents of the progress check for children aged two years as required by the Early Year Foundation Stage.

Staff develop good relationships with parents and they regularly talk about children's care and learning. There are good handover discussions and any records are freely accessible. Parents have daily discussions with their children's key person and discuss plans for learning. The notice boards provide a range of information for parents. Parents spoken to are positive in their comments about the friendly staff and their children's care and learning. The owners use daily feedback from parents in the self-evaluation process to help improve practice and identify some areas for further development. Staff work well with other professionals involved in the children's care and seek support if they identify children have additional needs.

The Childcare Register

The requirements for the compulsory 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 action. 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	116677
Local authority	Buckinghamshire
Inspection number	907112
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	54
Name of provider	Katrina Marjory Margaret Willsher
Date of previous inspection	22/01/2009
Telephone number	01628 476672

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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, which are usually the childminder's 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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