

Old Felixstowe Nursery

Kingsfleet Primary School, Ferry Road, FELIXSTOWE, Suffolk, IP11 9LY

Inspection date	09/05/2013
Previous inspection date	24/06/2010

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

- Staff have a good knowledge of how children learn and develop. As a result of effective assessment and planning, they provide a wide range of challenging and enjoyable activities to promote children's good progress.
- An effective key person system ensures that children are cared for by staff who know and understand their individual needs very well.
- Staff are strongly committed to partnership working with parents. They place emphasis on exchanging detailed amounts of information with parents, enabling them to meet children's needs and promote good continuity in their care, learning and development.
- Effective leadership from the management ensures that staff work well as a cohesive team. They have purposeful opportunities to identify priorities for development that help to secure ongoing improvement to the provision for children.

It is not yet outstanding because

- Older children are not always provided with suitable outdoor spaces and sensible rules to fully enhance their understanding of how to use ride-on toys and bicycles safely and with increasing control.

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 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 the indoor and outdoor learning environments.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with staff and children.
- The inspector looked at children's learning journey records, planning documentation, the provider's self-evaluation form and some written policy documents.
- The inspector held meetings with the manager and checked evidence of staff suitability and qualifications.

Inspector

Sarah Clements

Full Report

Information about the setting

Old Felixstowe Nursery was registered in 1965. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose built premises situated in the grounds of Kingsfleet Primary School in Felixstowe, Suffolk. The nursery is managed by a voluntary management committee. It serves the local area and is accessible to all children. It operates from one playroom and there is a fully enclosed garden available for outdoor play.

The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery also has two regular volunteers. The nursery opens Monday to Friday during school term times. Sessions are from 9am to 12pm, and 12.25pm to 3.25pm. A lunch club is offered between these sessions. Children attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of outdoor play to enhance opportunities for older children to learn to use ride-on toys and bicycles safely and with increasing control.

Inspection judgements

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

All staff have a strong understanding of the learning and development requirements of Early Years Foundation Stage, and know how to promote children's good progress. They plan a well-balanced programme of adult-led and child-initiated activities which build successfully on children's next steps in learning and their individual interests. Key persons make regular observations of children's achievements and use these effectively to assess their progress and plan for their future learning. This means that children benefit from consistently good levels of challenge and enjoyment in the activities they are offered. Staff fully understand the importance of early intervention when children have special educational needs and/or disabilities, and embrace specialist advice from outside professionals. For example, they ensure children are supported to achieve their full potential by incorporating suggestions from a speech and language therapist into children's individual education plans.

Children's understanding of the natural world is actively promoted as they take walks in the school field to rummage through leaves, dig in the soil and hunt for sticks. Staff skilfully extend children's learning as they prompt them to compare the different lengths of the sticks. In turn, the children develop confident use of mathematical language, such as 'longer' and 'shorter' to describe their findings. Through effective guidance from the staff, children are acquiring the skills that prepare them well for starting school. Older children develop strong literacy skills as they are encouraged to read their names when self-registering on arrival, and have good opportunities to practise their early writing skills. For example, they use wet paintbrushes to write letters on the ground, and make precise marks with cotton buds dipped in trays of paint. Children's social skills and ability to communicate are enhanced through rich discussions with the staff and each other. Staff show genuine interest in what the children say, giving them plenty of time to put their thoughts into words. For example, children delight in telling their key person about their visit to a ship museum, confidently recalling each part of the past event in the correct order. Younger children make the most of comfortable spaces to share books with the staff, and are beginning to learn how to listen more attentively during story times with the whole group. Highly effective strategies are in place to promote the good progress of children who have English as an additional language. Staff purposefully use sign language to convey meaning to children and take time to provide many labels and books featuring the children's home languages.

Children have good opportunities to explore the well-resourced outside space, with time to flow freely between the indoor and outdoor environments during most of the day. The large outdoor sandpit is particularly popular with the children, and offers many opportunities for them to investigate and develop their critical thinking. For example, older children discover that they can make sandcastles more effectively if they add water to the sand, while younger children enjoy experimenting as they pour both damp and dry sand through plastic tubes. Staff skilfully extend children's mathematical learning as they encourage them to estimate and then count how many scoops of sand they need to fill the dumper trucks. There are a wide range of opportunities for children to express their creativity as they help themselves to a variety of craft materials from low-level boxes. They have good scope to develop their own ideas as they use cardboard tubes to represent telescopes, and make models of caterpillars from balls of firm sugar icing.

Parents keenly meet with their child's key person to routinely review their children's progress, and have good opportunities to influence future planning. This includes, their input into their children's Early Years Foundation Stage progress check at age two, and the ongoing comments they add to their children's learning journey records. Parents are supported well with suggestions to promote their children's learning at home. For example, children extend their early reading skills as they choose books from the nursery's lending library to share with their families at home.

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

Children feel very happy and settled at the nursery because staff ensure that strong, trusting relationships are formed through an effective key person system. Parents are

actively encouraged to share detailed information during initial meetings with their child's key person, including their children's care routines and starting points in learning. This enables each key person to get to know the children really well and to meet their needs successfully from the very beginning. Children benefit from an environment that is inclusive and very supportive in promoting their sense of belonging. For example, every child has their own tray in the entrance foyer where they can keep their special belongings, and parents are invited to bring in photographs that are included in the 'Our Families' display. This is particularly effective in helping younger children to settle during their first sessions, as the staff use the familiar photographs to stimulate reassuring discussions with children about their families.

The resources, both indoors and outside, are well-arranged and varied. This promotes development of children's independence skills and enhances opportunities for them to make choices in their play. Older children are very confident in managing everyday tasks for themselves. This is because they are given every opportunity to be independent in pouring their own drinks from small jugs and putting on their own aprons, shoes and coats. All children show a strong sense of responsibility as they purposefully help to tidy away toys when they hear the jolly 'tidy up time' song. The atmosphere within the nursery is calm and children's behaviour is reliably good. They respond positively to the clear boundaries that are consistently promoted, and show good manners throughout their interactions with others. Staff enable children to develop strong levels of self-esteem by offering frequent praise and encouragement. They prepare older children well for their future transition into school. For example, children have positive opportunities to become familiar with aspects of school life as they engage in role play following a school theme, and try on items of school uniform. Staff also take photographs of local school premises and share these with the children so that they can easily recognise key features of the new environment when they start at school.

Children's daily access to the inviting outside space ensures they benefit from plenty of fresh air and ample time to exercise. A wide range of equipment, tools and apparatus are offered to enhance children's physical development, as they dig, climb and balance with increasing control. Overall, children show a good awareness of risk. They remind each other that it is dangerous to throw sand in case it gets into their eyes, and demonstrate safe, supervised use of tools such as scissors and knives. However, on occasion, older children are not provided with designated outdoor spaces or positive rules to fully encourage them to use ride-on toys and bicycles without the risk of bumping into others and the play equipment.

Staff encourage children to enjoy sociable snack and lunch times as they sit happily together at the table. They provide child-friendly knives and manageable pieces of soft fruit to enable all children to be independent and have a go at chopping for themselves. Staff make effective use of opportunities to reinforce children's good understanding of how to adopt healthy practices. For example, they initiate discussions about the importance of hand washing before children begin cooking activities, and talk to children about foods that contribute to a healthy diet. The procedures for nappy changing and toileting are very effective in meeting children's individual needs, and staff are sensitive in supporting children to change their clothes whenever they become wet or soiled.

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

Children are safeguarded effectively. They are cared for by well-qualified and experienced staff who have completed a wide range of checks to ensure their suitability to be in contact with children. The management team demonstrates strong commitment to ensuring all staff attend relevant training in safeguarding children. This means that they all have a consistently strong understanding of their role and responsibilities in protecting children if they are concerned about their welfare. The nursery environment is risk assessed thoroughly on a daily basis and effective measures are taken to minimise any risks to children. Staff and regular volunteers have a thorough understanding of the nursery's policies, procedures and other documentation, which successfully underpins the safe and efficient management of the nursery. Staff are deployed effectively, supported by a well-organised rota which sets out their individual responsibilities during each session. This is particularly effective in ensuring children are always closely supported in all areas of the indoor and outside environments.

All staff take a professional approach to their role and demonstrate strong commitment to developing the early years provision for children. Morale is high, as they are given many opportunities to contribute their ideas. For example, staff are actively involved in evaluating the quality of the activities they plan for the children, and make effective changes to ensure children remain challenged across all areas of their learning and development. Staff performance is closely monitored by the management committee and the managers during regular appraisals and supervision meetings. This ensures that all staff and volunteers continue to develop skills that help them to meet the children's needs successfully. Since the last inspection, the managers and staff have continued to attend a good range of training courses, and liaise routinely with local authority advisors who help them to identify the strengths and areas for development at the nursery. For example, the recent use of the Early Childhood Environment Rating Scales has enabled the staff to evaluate all areas of the provision in greater depth and established clear targets for future improvement. This includes, specific plans to develop stronger information sharing with other early years settings, and to build on the partnerships already formed during regular attendance at local area early years liaison meetings.

Parents are very complimentary of the manager and staff, commenting on their 'very friendly and supportive' approach. They are kept well-informed as they receive an abundance of information through daily discussions, newsletters and informative displays. This means that parents have a good understanding of their children's progress, and are often inspired to take a more active role by volunteering during sessions or joining the management committee. Children experience good continuity in their care, learning and development as a result of this strong partnership working with parents. The nursery also has strong relationships with reception teachers from local schools, helping them to share information readily and aid children's smooth transition into school.

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 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	251778
Local authority	Suffolk
Inspection number	917672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	49
Name of provider	Old Felixstowe Nursery Committee
Date of previous inspection	24/06/2010
Telephone number	01394 275466

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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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