

Fingerprints Nursery Ltd

55 Dewsbury Road, CLECKHEATON, West Yorkshire, BD19 5BT

Inspection date	05/08/2013
Previous inspection date	02/11/2011

The quality and standards of the early years provision	This inspection:	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

- Staff are very skilled in supporting children in a transition from nursery to school. Parents are very actively involved in this. This means that children are well prepared and ready to move on to their new school when the time comes.
- Children are encouraged to lead healthy lifestyles because they are provided with a good range of healthy eating opportunities combined with lots of exercise in the fresh air.
- Children are well cared for by enthusiastic and motivated staff, who know their individual needs very well.
- The owner and managers of the nursery are committed to delivering a quality service. The drive for improvement is demonstrated in staff's positive attitudes and ability to work effectively as a team. Self-evaluation takes account of the views of parents and children, which further supports children to make good progress.

It is not yet outstanding because

- On some occasions, staff do not always ask open-ended questions or model the skills to support children to think critically or creatively.
- Some daily activities, such as lunchtimes, have not been fully explored as ways to allow children additional opportunities to practice their self-help skills.

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.

Inspection activities

- The inspector observed staff engaging in a range of indoor and outdoor play and learning activities and daily care routines with children.
- The inspector talked to children and staff and also held discussions with the provider and managers during the inspection.
- The inspector undertook a joint observation with one of the managers of the nursery.
The inspector looked at children's assessment records and at their learning journals.
- The inspector also reviewed planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other supporting documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection and feedback from parents obtained from the provider of the nursery.

Inspector

Anne Mackay

Full Report

Information about the setting

Fingerprints Nursery Ltd is a privately owned day nursery and was registered in 2007 on the Early Years Register. It operates from premises in a converted house in Cleckheaton. The nursery serves the local area and has strong links with local services. There is an enclosed area for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays and the Christmas period. Sessions are from 7am to 6pm and children are able to attend for a variety of sessions. There are currently 105 children on roll, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities.

The nursery employs 25 members of childcare staff, who hold qualifications at level 3 and above, including one member of staff, who holds an early years foundation degree and one with Early Years Professional status. The nursery receives support from the local authority. Staff are available to take and collect children to and from the nearby schools.

What the setting needs to do to improve further

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

- enhance children's critical thinking when making decisions about how to approach a task, for example, by asking open-ended questions and talking aloud to model thinking or describe actions during play
- refine the organisation of routines, such as lunchtime, to incorporate opportunities to allow children to practice and develop their self-help skills.

Inspection judgements

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

Staff plan interesting activities that challenge children and support their progress. Children have a broad range of opportunities that are fun while they learn at their own pace. Older children initiate their own play, such as building 'the tallest tower in the world' with large construction bricks, learning about shape, size and balance as they do so. They also take part in more focused learning in group experiences. They sit in a circle with a member of staff, who calls out their names and sing the 'Good morning song' together. They remind each other what day of the week it is and which letter 'Monday' starts with. They enjoy

listening to an exciting story, looking at the pictures in the book. Children put up their hands when they identify how many biscuits they can see on the page. Younger children are fascinated by digging in the sand, enjoying the feel as the sand tips through their fingers. They handle containers with growing skills as they fill and empty them. Staff introduce new words, such as 'mix', 'stir' and 'round and round'. Older babies thoroughly enjoy practising walking by pushing a doll and pram around the room, relishing the sense of independence gained from looking after their baby. Staff acknowledge babies' babble well, encouraging their communication skills for the stage in learning. As a result, all children make good progress in their learning and development.

Children thoroughly enjoy their time in the outside area. 'All in one' suits protect them from the worst of the weather, so that they stay dry and comfortable while they play. Older children enjoy finding objects that they can put in the bug hotel, smelling the plants that they have grown as they look. Staff interact well with children as they support them to climb up the pirate ship and children wave with glee at passers-by from the crow's nest. Children like exercising their independence and carefully negotiate the right amount of water they want from the outside tap. Younger children carry on with their fascination in texture and consistency by digging in the mud, really enjoying the squish and squelching sensations. However, on some occasions, staff do not always ask open-ended questions or model the skills to think creatively. This means that opportunities are sometimes missed to support children's critical thinking and imagination.

Parents are involved in children's learning from the beginning, such as sharing their children's start points with the key person. Staff make effective use of observations of children's interests and their engagement in activities to influence future planning of stimulating experiences. The key person accurately identifies children's next steps in learning using observations, summaries of achievements and tracking documents. The two-year-old progress check is thoroughly completed. Parents are invited in to an annual parents evening, so that children's learning can be jointly celebrated. Parents report that they really enjoy taking their child's learning journals home to show to wider members of the family. All these systems support children to make the best possible progress.

Children with special educational needs and/or disabilities are well supported because nursery staff work very effectively as a team to provide consistent support. Individual programmes and timetables are prepared and regularly reviewed. There is accurate target setting to enable children to make the best possible progress from their starting points. Staff understand fully that children learn best when they feel comfortable and in control, yet have clear boundaries. This provides children with the confidence to 'have a go' and keep trying until they succeed in their goals.

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

The nursery environment is welcoming and the many examples of children's own artwork on the walls assists in supporting children's self-esteem. A map of 'How we travel to nursery' reinforces children's sense of identity as well as stimulating their interest in their

wider community. Staff understand the importance of establishing warm and trusted relationships with children in their care to enable them to feel safe and confident in their surroundings. Children's individual care needs are met effectively because key persons know children and their families very well. Staff have often cared for older siblings, who have since left the nursery. Consequently, staff are able to chatter knowledgeably about children's lives and this helps them develop a sense of belonging.

Staff support children well to identify possible dangers to help them keep safe. For example, staff demonstrate how to use knives and sharp implements when making clay sculptures. They give children many opportunities to explore this new skill as they create models. Despite high levels of vigilance, a child suffered a significant injury while at nursery. The child broke their leg by falling from the top of the sandpit lid in the outdoor area. The nursery immediately contacted the child's parents, who took their child to hospital and the manager reported the incident to Ofsted. Staff are extra vigilant to ensure that children are reminded to take care when jumping on and off equipment. The inspector's observation of outdoor play and discussions with staff in the outside area showed that there was an appropriate balance between activities that support children to develop their confidence and physical skills and the supervision of children.

All children enjoy healthy and nutritious meals and snacks, which are prepared by the nursery cook. For example, strawberries, grapes, carrot and breadsticks are available as snacks, while meals consist of wraps, cheese and salads or a noodle dish. Staff know the individual dietary preferences of children very well. They blend food for babies when needed and are careful to ensure that foods are avoided, which might produce an allergic reaction. Staff make mealtimes sociable occasions and older children are asked gently to wait until everyone is ready before starting to eat. However, children do not have the opportunity to serve themselves, which means some opportunities to promote choice and independence are missed.

Children are generally well behaved and share well. This is because staff's consistency of approach and their calm and polite interactions provide children with a good role model to mirror. Staff gently support children about caring and the needs of others. For example, when some children become very involved and noisy in their play, they respond quickly when staff remind them that there are babies sleeping nearby. Children are frequently praised and encouraged by staff to take a pride in their achievements. As a result, children display their artwork and sculptures proudly to their parents' as they are collected to go home. Older children are able to write or etch recognisable letter shapes for their names on the back of their creations. This practice gives them useful skills in readiness for school. Transitions to school are supported further by involving parents fully and children take home story books and leaflets about the forthcoming changes. Parents are asked to complete a questionnaire about any worries that they or their children have about the move to school, so that potential problems can be averted in advance.

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

Arrangements for safeguarding children within the nursery are good. Children are supported effectively to develop their physical skills through playing and exploring in the indoor and outdoor environment. The inspection was brought forward by Ofsted following notification of an accident to a child playing on the sandpit lid in the outdoor area. At the inspection, the manager showed the inspector the risk assessment undertaken prior to the accident and a written review of the incident. Staff ratios were correct at the time. The provider and the managers have considered the incident in depth and have concluded that nothing could have been done differently to have prevented the accident. Following a thorough investigation and further risk assessment, the sandpit and the lid remain in place. The inspection found that staff are fully aware of their responsibilities and took all necessary steps for appropriate treatment, informing parents and the relevant authorities. The nursery previously had a detailed system in place for closely monitoring and reviewing all accidents and injuries that occur while children are cared for, no matter how minor. The nursery also undertakes three monthly environment audits. Changes to the provision occur as a result of these systems. For example, furniture was rearranged within the young children's room to enable them to move around more freely, thus reducing the number of falls. Children's welfare is effectively managed because the nursery regularly reviews all risk assessments to make sure risks are minimised or eliminated.

The management team effectively monitors planning and assessment arrangements through the early years professional undertaking regular room reviews together with the room leader. This is further underpinned by a system of well-documented individual supervision of all childcare staff. Therefore, children make good progress in their learning and development. The staff group is a stable one in which all staff feel that their contributions are valued. As a consequence, they 'go the extra mile' to find interesting and stimulating activities for children in their care. Good management strategies are in place, such as undertaking safeguarding audits and questionnaires of staff's understanding of child protection procedures. This means that all staff demonstrate a very clear understanding of the steps to take to safeguard and protect children. Detailed induction procedures and a comprehensive system of appraisals and training plans results in staff being supported well to extend their skills and improve their practice. Staff understand and work in partnership with other professionals and settings children attend to support continuity in their care and learning. For example, staff from local schools are welcomed in and visit the nursery to find out about children and their learning before they move on.

The management team review practice within the nursery on an ongoing basis and the whole staff group are committed to improvement. The provider and managers have completed a very detailed self-evaluation form and have paid meticulous attention to gathering the views of staff, children and parents towards this. A positive cycle of continuous improvement is, therefore, well established. For example, preschool children were asked what they would like to have in the new numeracy area. Large dice and pennies to count with were obtained as a result. A newsletter has recently been sent to parents asking their views as to whether they would value the nursery having a social media page and if so, how they would like this to be used. All these mechanisms work together to ensure that children receive high quality care while at nursery.

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	EY349295
Local authority	Kirklees
Inspection number	926218
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	71
Number of children on roll	105
Name of provider	Fingerprints Nursery Limited
Date of previous inspection	02/11/2011
Telephone number	01274 878 777

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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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