

Fitzsimmons Place Nursery

32 Portsmouth Road, Guildford, Surrey, GU2 4DJ

Inspection date	01/08/2013
Previous inspection date	27/01/2011

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

- Children develop very secure attachments with all the staff at the setting. Settling-in visits prior to starting and before they move rooms help children to become familiar with staff, children and routines.
- Children are cared for in a safe, spacious, well-maintained and attractively presented environment.
- Performance management is well managed within the nursery and staff training needs are identified through effective supervision and appraisals.
- Staff have built very effective partnerships with parents. Parents speak very highly of the warm and caring staff and of the progress their children are making in their development.

It is not yet outstanding because

- The outdoor area is not sufficiently rich in print or number labels to fully support children's early literacy and mathematical skills.
- Younger children have fewer opportunities to look at books that reflect people who are special to them in their lives, to further promote their enjoyment of books.

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 indoors and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, policies and procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

Fitzsimmons Place Nursery was registered in 2002. It operates from a large, detached house close to the centre of Guildford, with a secure garden and separate hall available for play. The nursery serves the local area. It is organised over four floors, two of which are easily accessible; there are stairs only to the remaining two upper floors, with no lift available. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 132 children on roll attending the day nursery, aged between three months to five years old. The nursery also operates an after school club; children are collected from the local adjacent school and use the large outdoor hall. The nursery receives funding for the provision of free early education to children aged three and four years old. It supports children with special educational needs and/or disabilities as well as those who learn English as an additional language. The nursery opens five days a week all year round except for Christmas and bank holidays. The after school club operates during term time only. The core hours for day care are 8am until 6pm. Children attend a variety of sessions that include morning, afternoon or full day. There are 21 staff who work with the children, of whom 20 are appropriately qualified. 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 ways of enhancing children's interest in books, for example by making family books to include photographs of their family members and significant people in their lives
- develop further the outdoor area by creating an environment rich in print where children can learn about words and numbers, through using names, labelling, signs and posters.

Inspection judgements

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

Staff have good knowledge of how to promote children's learning and development, and know the children in their care very well. They obtain good information from parents so that they can establish children's starting points on entry to the nursery. This detailed information also ensures that care plans are tailored to meet the needs of individual children effectively. Staff observe children to find out about their needs, what they are

interested in and what they can do. They then analyse these observations and highlight children's achievements or their need for further support.

Planning based on children's individual needs and interests is adapted and added to on an ongoing basis, to ensure children's next steps are incorporated. Consequently, children are keen to participate in activities, have fun and make good progress in their learning and development. For example, a planned activity of making paper aeroplanes is set up as a direct response to a child's current interest. Children listen carefully and follow instructions modelled by a member of staff on how to make a paper aeroplane. They eagerly look at the written instructions and diagrams detailed in a book. Children notice that the nose of the aeroplane is made out of two triangle-shaped folds of paper. They discuss how they can tape the wings together. One child suggests it is a good idea to write their name on their own aeroplane so they would know which one belongs to each child. The member of staff then cleverly extends the activity, encouraging children to see which aeroplane flies the furthest. This activity enables children to practise and develop their skills in all seven areas of learning while having lots of fun and laughter.

Overall, the learning environment contains resources which are stimulating and accessible to children, thereby promoting their learning and independence. However, there are fewer opportunities outdoors to help children to continue to learn about words and numbers, for example by displaying print. Staff provide a good range of activities and support children to choose what they want to do, which helps to build their independence. They know when to get involved and when to allow children to carry on playing. This means that their play is not disrupted and children can make their own decisions. Consequently, children are good at initiating play and are able to become deeply involved in activities.

Children's communication and language skills are effectively nurtured. Staff give children time to talk and ask questions to make them think and develop their own ideas. Staff in the baby room recognise the way in which individual children communicate and respond appropriately to this. Overall each room has an abundance of good quality books to encourage children's enjoyment of books. However, staff have not looked at other ways to further improve young children's engagement with books. This includes the use of photograph albums of the children's family members or significant people in their lives, in order to boost children's self-esteem by looking at and talking about those people who are special to them.

Children are given ample opportunities to learn about their world. They go for walks in the local community and visit the shops to buy fruit and the post office to weigh parcels. Children are encouraged to be as independent as possible and are learning good social skills, such as sharing, taking turns and good table manners. Babies are encouraged to feed themselves when they show signs of readiness. They sit socially around the table and thoroughly enjoy learning how to feed themselves, knowing that staff will assist them if they need help.

Staff discuss children's progress, activities and achievements with their parents on a daily basis. They listen to what parents tell them about what children have been doing at home and use this information to help with activity planning. Children's development records are kept up to date and accessible to parents, who are encouraged to add their own

observations and comments. Staff complete development summaries regularly and share these with parents. Progress checks for two-year-old children are also well established. This promotes an effective two-way flow of information, knowledge and expertise between parents and staff, and has a positive impact on children's learning. Parents speak very highly of the warm and caring staff and of the progress their children are making in their development.

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

Children develop very secure attachments with staff at the nursery. Settling-in visits prior to starting and before they move rooms help children to become familiar with staff, other children and routines. Staff contact the school that children will move to and invite the teacher to visit children at the setting, and they pass on information about children's development. All of this helps children to confidently move on through the nursery and onto other settings. Staff throughout the setting have a calm and consistent manner with the children, and follow sensitive behaviour management procedures. For example, staff that work with babies use distraction techniques and with older children staff look at what triggers the children's behaviour. As a result, children's behaviour is very good.

Children are cared for in a welcoming and stimulating environment. Resources are easily accessible in each of the playrooms, which develops children's independence as they make their own choices. The nursery provides a wide variety of meals for children. It employs a chef who prepares meals daily, taking close account of children's dietary requirements. Children enjoy being independent; they serve their own meals and pour their own drinks. Their understanding of healthy eating develops as staff talk to children about the choices available and they have opportunities to cook and make their own fruit smoothies.

From a young age, children have plenty of space to move around their playrooms and the large secure garden. Babies learn to walk and older children run skilfully and learn to negotiate the space successfully, adjusting speed or direction to avoid obstacles. They have lots of fun, riding around on wheeled toys and using the adventure play equipment. A large sand pit allows children to play socially together as they dig and pour the sand. Children enjoy helping to care for the pet guinea pigs as they learn how to handle them in a kind and gentle manner. Children learn how to keep themselves safe and healthy as they understand the need to wear a hat and to drink extra water when the weather is hot and sunny.

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

The management team has a good understanding of the welfare, safeguarding, learning and development requirements of the Early Years Foundation Stage. The manager has a good overview of the curriculum and regularly observes staff to monitor the quality of teaching. There are good systems in place to track children's progress so that all children are able to reach their full potential.

There are effective systems for performance management within the nursery and staff training needs are identified through helpful supervision and appraisals. The management team and staff have a good understanding of how to protect children in their care. There are clear policies and procedures embedded within their practice. They know how to deal with any concerns and who they must report to if they feel a child is at risk of harm. Effective recruitment and vetting procedures are in place, which also promote the safety of children. As a result of comprehensive induction procedures, staff are fully aware of their roles and responsibilities in keeping children safe. Systems are in place to ensure all areas used by children are safe, and children display a very good awareness of their own safety. Staff follow effective procedures to promote children's good health. For example, children who are feeling unwell are closely monitored by caring staff and they are kept comfortable until their parent or carer is able to collect them.

Effective self-evaluation takes into account the views of staff, children and their parents. Views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff. Parents also complete a questionnaire and their comments guide the management team and staff to make any necessary adjustments. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement. Partnerships with parents are a clear strength of the nursery. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The nursery works well with other agencies and professionals. This ensures appropriate interventions are secured for children and they receive the support they need.

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 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	EY223136
Local authority	Surrey
Inspection number	924645
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	128
Number of children on roll	132
Name of provider	Fitzsimmons Place Nursery Limited
Date of previous inspection	27/01/2011
Telephone number	01483 455133

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

