

Fixbees Day Care

85 Fixby Road, HUDDERSFIELD, HD2 2JB

Inspection date	25/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make rapid progress in all areas of their learning and development because all staff are extremely knowledgeable practitioners.
- Highly skilled staff have excellent knowledge of how children learn and couple this with a very secure knowledge of each child's individual needs. This enables the very successful promotion of children's care and learning.
- All staff are fully committed to making sure that each child has their individual needs catered for extremely well to enable them to learn new skills, play and have fun.
- Children behave extremely well and have an excellent connection with staff and their peers.
- There is a buzzing atmosphere where practitioners are pro-active and passionate about childcare; their energy is infectious having an extremely positive impact on both other practitioners and children.
- Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents and outside agencies.

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 play rooms and the outdoor area.
- The inspector spoke with staff at regular intervals throughout the inspection and made observations of children present.
- The inspector looked at a sample of relevant documentation.
- The inspector took account of the views of parents, grandparents and carers spoken to on the day.
- The inspector spoke to children during free play.
- The inspector took part in a joint observation with the manager.
- The inspector read and looked at books with a group of children.

Inspector

Hayley Gardiner

Full Report

Information about the setting

Fixbees Day Care was registered in 2013, it is an established setting that has re-registered due to a name change. It is on the Early Years Register, the voluntary and compulsory part of the Childcare Register. It operates from three rooms in a converted house in Huddersfield.

The setting employs 10 permanent members of childcare staff. All staff members hold appropriate early years qualifications. The setting opens Monday to Friday all year round, from 7.30am until 6pm. There are currently 47 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- consider extending the excellent arrangements to stimulate older children's creative thought processes, for example, by encouraging them to find new ways to do things for themselves and develop their own ideas.

Inspection judgements

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

Children make exceptional progress in their learning, including those with special educational needs and/or disabilities, as key persons have an excellent knowledge of how individual children learn. All staff members are highly experienced with an extensive knowledge of how children develop and how it links to the early learning goals. Children are extremely happy and secure and are supported by staff that are highly effective and know children well. Staff make plans for inclusive activities based on their observations of what individual children can do. Planning is thorough, embracing the needs of all children that are identified from meaningful observations and assessments. The precise information they keep on each child enables staff to plan highly imaginative and stimulating learning activities for children. Educational programmes have depth and breadth and are precisely matched to children's ages, stages and resulting needs. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Highly inclusive assessments are made of children's learning, through following their progress in detail. Therefore, staff can address any gaps in learning that

may occur, so that early intervention can prevent future difficulties. Consequently, all children, including those with special educational needs and/or disabilities make excellent progress. This is because their progress is accurately checked to ensure their needs are very well met. All children are exceptionally well-prepared for their next steps in learning, including full-time school.

Staff and children are very confident, enthusiastic and passionate. They work exceptionally well together. Children are very confident to speak to visitors and show them what they are doing. A group of children looked at a selection of books with the inspector and spoke about the different pictures. Children also spoke to the inspector about their home life and the exciting activities in the setting. This shows that they feel safe, secure and have excellent self-esteem. This is a very well-resourced nursery, both indoors and outdoors. Children have excellent opportunities to develop their understanding of mathematics, reading, writing and technology. Children use their imaginations very well in play and are physically very capable. Staff instinctively challenge and extend children's thinking as they play. There is an extremely high level of willingness from children to take control and participate because they feel very much part of the decision making process.

Staff interaction with children and babies is of a consistently high standard. As a result, the quality of teaching and learning is excellent. Babies and young children have a flexible and stimulating environment in which to play and learn. For example, babies relish play using open ended resources, where they explore the objects with their hands, feet and mouths. Older children take part in circle and singing time where staff actively sing children's names as well as the songs. For example, 'Peter Pointer where are you?' This highly positive interaction of staff encourages children to join in and enjoy the session fully and staff give children lots of praise. Children's literacy skills are well supported because the books are freely accessible for them to choose from and enjoy. They have many opportunities to make marks, resulting in their early hand writing skills being developed well. Consideration can be given to further developing children's excellent creative thinking by limiting the use of pre-printed sheets in activities.

Staff provide children with excellent opportunities to think by skilfully questioning them during play, they think about the answer and respond appropriately. For example, a member of staff asks a child 'what do you want to do?' The child responds by pointing to an activity, the child then takes themselves off to the activity independently. Children are asked questions freely in play, such as 'what's your favourite colour? what is this shape and what can we do with this?' Lots of praise is given for their successful answers, boosting children's self-esteem in preparation for school. Further learning opportunities, such as snack time, encourage children to develop friendships and personal, social and emotional skills. Children freely select play resources of their choice from the play room and younger children show particular interest in sensory play, including instruments, materials and wooden balls.

The interests of children are put into the planning of the activities exceptionally well. This excellent planning results in children being extremely interested and highly motivated to learn. Parents contribute their views on their children's learning and together with staff they share ideas for children to continue their learning at home. This highly effective partnership increases children's ability to make rapid progress in their learning and

development. Staff are motivated and eager to include parents and exchange information about children's learning and development; they consistently create new ways of doing so, such as the parents' home learning sheets. Staff provide daily verbal and written information about children's activities and learning, in order to support parents' engagement with their child's learning. Parents also participate in activities, such as charity fund-raising events with the nursery, to further extend their opportunities to engage with their children's learning. Parents are encouraged to contribute to these whenever possible, in order to enhance the excellent links for children between home and nursery.

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

The nursery works a key person system, in order to support children's emotional welfare and key persons show a consistently detailed knowledge of children, their routines and their preferences. Key persons can, therefore, provide excellent support for children's emotional well-being, which consequently enhances children's learning. Children's key person takes time to find out about their preferences, needs and routines. For example, information is exchanged in the form of a 'routines at home' sheet to ensure that specific dietary needs and allergies are catered for and that any medical needs are known and accurately met. This helps to ensure care is consistent, so children make the transition from their home into the setting with ease. Settling-in sessions are offered to parents to ensure that children have sufficient time to form strong attachments with staff. As a result, children quickly feel at ease and begin to form strong relationships. Transition procedures between rooms are very well designed. Children are supported into the next room well, which aids familiarity and well-being. Consequently, children feel confident as they change rooms. Staff are highly skilled in recognising the individuality of each child and providing for their different needs and interests. Babies and toddlers are confident to explore their surroundings, safe in the knowledge they have the support of nurturing staff and they feel secure. They form close attachments to staff and as they get older they begin to enjoy cuddling close to staff to read books.

Staff use very effective strategies to help children develop their independence and learn new skills. For example, children are provided with the space and time to master the skill of using a knife and fork. Older children are encouraged to pour their own drinks. This helps develop their eye-hand coordination, preparing them extremely well for their next stage of development. Staff offer lots of praise and encouragement, giving children the confidence to practise these skills under their close supervision. Children show a very good level of self-care and can manage aspects of personal hygiene in relation to their age and stage of development. For example, staff talk to children about the importance of washing their hands thoroughly before mealtimes. As a result, children have opportunities to learn effective hygiene routines. All areas of the nursery are very clean and well maintained to help prevent the spread of any germs.

Children behave extremely well. They are very thoughtful and caring to each other as they play and share toys really well. Staff are consistent with how they manage behaviour and

children receive excellent praise and encouragement as they play. This promotes children's self-esteem extremely well. Children learn to keep themselves and each other safe as they play. For example, they are sensitively reminded not to run inside the setting as they may trip and fall. Children new to the nursery have the opportunity to play in small groups or alone. This supports them to feel safe and secure and to settle quickly.

Practitioners prepare children extremely well for the move to school and for their future learning. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff forge superb links with schools and have developed excellent relationships with the local teachers. Teachers are invited into the setting to meet parents, children and the key person before the child moves into school.

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

The inspirational leadership of the nursery team encourages an extremely inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning are significantly enriched by the highly effective way in which the setting is led and managed. The leader's energy is infectious, having an extremely positive impact on other practitioners and children. The input of all practitioners, parents and children is acted upon to ensure the provision is of a high quality, so that all children's needs are met.

The management team and staff demonstrate very secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend regular training covering child protection, health and safety and differing medical conditions. Very detailed and inclusive policies and procedures are in place to cover all aspects of the provision and these, consequently, help staff effectively meet the needs of each and every child. This enables children to have fun in a calm and tranquil environment and parents can relax in the knowledge that children are extremely well cared for.

Staff, who work directly with children, demonstrate outstanding knowledge of the learning and development requirements. The management team is extremely pro-active in monitoring their setting and practice to provide an inspiring learning environment for children to excel in. They plan stimulating and exciting activities to provide children with challenge and to support each child in their own learning and development. A self-evaluation document and action plans are completed to constantly monitor the provision and the learning environment for children. The management and staff have extremely high expectations of themselves to provide an excellent learning environment for children. Appraisals and regular discussions with the management team ensure that practitioner's training and professional development is personalised to their needs and to those of the nursery. They then share this knowledge and that which they gain on training courses and cascade this at meetings.

Children's welfare is expertly safeguarded as all practitioners have comprehensive

knowledge of the safeguarding policies and procedures. Completion of training with regard to child protection means they are fully up to date with current practices. They are skilled in effectively recognising any child who may be at risk of harm and take the appropriate action. Robust risk assessments of the premises, completion of regular fire drills and adults qualified in first aid, means children's well-being is never compromised. Recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a comprehensive induction programme, which extends throughout their probation. Management of staff is particularly a high standard. The manager has clear consistency in her high expectations of staff. Supervision is regular and all practitioners have opportunities to develop their professional skills and knowledge.

Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents and outside agencies. Parents are complimentary about the nursery and the service it provides. They comment how 'caring', 'welcoming' and 'flexible' staff are and how their child 'never wants to leave'. School teachers are also invited into the setting to talk at length with children's key workers. This sharing of information about their learning and development, prior to children leaving the setting, supports the transition process into school very well.

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	EY462482
Local authority	Kirklees
Inspection number	913349
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	47
Name of provider	Fixbees LTD
Date of previous inspection	not applicable
Telephone number	01484310953

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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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