

Red Fox Day Nursery

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

Inspection date	05/03/2014
Previous inspection date	13/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The nursery provides a welcoming and inclusive provision for children to play and learn in. They are happy, content and settled and behave very well during the day.
- Children enjoy a broad range of learning experiences both indoors and outside. Staff understand children's starting points and make effective observations and assessments to promote their learning in all areas.
- The staff team work well together and have made progress since their last inspection. Partnerships with parents and other professionals involved in children's care are effectively established.

It is not yet outstanding because

- Staff miss opportunities at times, to broaden children's awareness in their mathematical development.
- Staff share children's progress with parents, but are currently less proactive in inviting parents to contribute to children's development records.

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 in their play both indoors and outside.
- The inspector joined the deputy manager for a joint observation activity and spoke with senior staff about how they plan for the children they care for.
- The inspector spoke with the owners and senior staff about how they evaluate their provision of care.
- The inspector sampled the nursery's documentation and children's learning journals.
- The inspector spoke to staff, children and parents.

Inspector

Aileen Finan

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. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children are based according to age in four playrooms. They share access to the outdoor play area. The nursery opens weekdays, 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 52 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 years. The nursery supports children who have special educational needs and/or disabilities. There are nine permanent staff who work with the children. Of these staff one holds qualified teacher status and three staff have a degree in early years, three other staff members hold appropriate childcare qualifications. The remaining two staff are completing training to gain childcare qualifications. There are also three regular support staff.

What the setting needs to do to improve further

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

- support children's understanding of shape, space and measure to promote mathematical development further.
- invite parents to contribute more to children's learning records to further extend staff understanding of children's wider interests.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They use their knowledge of the children they care for to plan effectively for activities and children's interests. All staff make thorough observations and assessments on the children, which means they can accurately plan for children's next steps. Consequently, overall, children have fun and are making good progress in their learning in relation to their starting points. Staff offer them a wide variety of toys, resources and activities that span all seven areas of learning. Overall, staff are confident in their teaching and interaction skills and can extend learning experiences appropriately.

The outdoor area provides a wealth of experiences for children. Children act out their

favourite stories. They choose who will be the big, medium or little Billy Goats and who is playing the troll prior to telling their story. Children are confident in recalling the repetitive phrases that promote their language, confidence and interest in books. Later they act out the story of the three little pigs, using the areas of the outdoors to represent the houses of straw, sticks and bricks. Children confidently chase one another and call out 'I will blow your house down' as they enjoy the experience.

Children have fun and are eager to join in. For example, toddlers enjoy tearing and rolling up recycled paper to stuff into old tights, which will form part of a model of an octopus. They initially look at pictures of the octopus so they understand how this fits into their 'under the sea' topic. As they start to stuff the legs carefully staff confidently use words such as 'squashy' and 'very long' but miss opportunities to extend the activity further, for example in comparison and measurement to decide what leg is longest or in discussions about shape. Nevertheless, children are very confident and enthusiastic to take part.

Older enjoy confidently take part in a puppet show, using puppets they made themselves from old socks. They are able to change and adapt their voices and speak clearly as they take their turn in telling the story explaining that the dragon has fire and that the princess lives in a land far away. Children extend the show to explain that the king is coming to get the dragon and rescue the princess. Babies have fun with musical instruments. They shake these in time to the beat as staff sing to them. Babies later explore music and story sacks, which widen their curiosity further by providing props to represent the songs they sing.

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

The nursery is welcoming and inclusive. Children enjoy a broad range of experiences and play resources that promote their learning in all seven areas. Children are very happy. They are engaged in their play and have warm bonds with the staff who care for them. They behave very well and understand staff expectations. For example, children state confidently that they understand they have to 'stop' and 'listen' if a staff member blows the whistle as they play outdoors.

Children have regular opportunities for outside play. Consequently, they benefit from plenty of fresh air and exercise. The outdoor garden is highly stimulating to children's learning and exploration. Toddlers dig and play with dinosaurs in the mud, play in the maze or ride around the track on their tricycles or sit on cars. Staff are proactive to take children's learning outdoors. For example toddlers enjoy role play experiences of pretend cooking on the blanket outside as others around them play. Staff take babies on a walk every day. This enables babies to nap while receiving fresh air to promote their physical development. When back, and if the babies are still sleeping, staff sit outdoors with the babies in their pushchair or in the foyer, so they do not disturb their rest. Inside babies and toddlers have plenty of space to crawl, roll and learn to walk. They have fun in the adjoining soft play room, which further promotes young children's growing physical development.

Staff support children's independence by encouraging their own awareness of self-care

routines. Children understand the importance of washing their hands prior to snack or lunch. More able children are confident in putting on their coats and boots prior to going outdoors and understand to hang these up again once indoors. Prior to snack children count how many of them are present and therefore work out how many cups they will need. The nursery provides children's snacks and meals, which are varied, balanced and nutritious. Staff adhere to children's dietary needs, preferences and allergies.

Children are happy to enjoy solitary play, or develop relationships with their friends when playing in small groups. They are eager to take part in adult-led play and interact well with the staff who look after them, which promotes their confidence and language. Children are making good progress in their physical, personal and social development. The care provided by staff supports children's skills for the future and their readiness for the next stage in their learning. Overall, all children therefore demonstrate that they feel safe and content and emotionally secure.

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

Staff have an effective understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff complete child protection training as part of their induction. They are therefore aware of the procedures to take should they have a concern about a child in their care. Further discussions take place in relation to safeguarding issues through supervision and staff or room meetings. Risk assessments of the environment, and ongoing daily checks both indoors and outside promote children's safety well. Further risk assessments, including those for when staff take babies for walks in the local area, promote children's well-being. The nursery has been proactive in evaluating their priorities since their last inspection. They take on board the views of children, parents and staff. The senior management team are confident to acknowledge what they do well and their priorities for the future. These include utilising time effectively so that babies enjoy more stimulating experiences in the garden and ongoing training for staff.

The nursery implements robust policies and procedures, which staff adhere to appropriately in their daily practice. Parents are made aware of these policies on children's admission to the nursery and some are displayed, particularly after being updated or reviewed. Therefore, parents can understand the procedures that support their children's health and safety. Parents are positive about the care their children receive at nursery. They state that staff update them about children's achievements and are very supportive, particularly when further interventions for children's development are necessary. Parents contribute in helping children to settle by providing staff with information about their children's starting points. They are also involved in social events and take up opportunities such as the breakfast meetings with key person staff to find out about children's achievements and development. Staff provide scrap books for parents and children to look through, which further promote the ways in which parents learn about what their children are doing. However, there are fewer opportunities for parents to share their observations about what children do at home, which would in turn broaden how staff can learn about

children's emerging interests.

The leadership and management of the nursery work well as a team. There have been recent changes to the structure and this has brought about a strengthening in how staff supervision and training are developed. Recruitment and induction procedures for new staff are robust. This means that the adults working with children are suitable to do so. Staff morale is high. They work well together. Partnerships with other professionals, such as speech and language and occupational therapists involved in children's care are well established. The nursery has secured links with the feeder schools local to the area in order to promote children's readiness for when they move on to school.

Staff demonstrate a very good understanding of the learning and development requirements for the Early Years Foundation Stage. They use their knowledge of children's backgrounds and interests when starting at nursery, or the transition records between age group rooms to plan effectively for the children. Staff make accurate assessments and observations to ensure that they plan well for children's next steps. They are confident to make timely interventions if needed. Consequently, overall, all children are making good progress in relation to their starting points. Required assessments, such as the progress check to be completed on children aged between two and three years of age, are completed and shared with parents.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	913639
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	52
Name of provider	Katrina Marjory Margaret Willsher
Date of previous inspection	13/03/2013
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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