

Fitzsimmons Place Nursery

32 Portsmouth Road, Guildford, Surrey, GU2 4DJ

Inspection date

22/05/2014

Previous inspection date

01/08/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children have many opportunities to choose freely what they play with so they are able to make decisions for themselves.
- Staff encourage children's pleasure in books by reading to them often.
- Staff encourage children to spend a lot of time outside, benefitting from fresh air and exercise.

It is not yet good because

- Staff sometimes withhold part of children's main meal so they may go for long periods without eating balanced, healthy food to sustain them throughout the day.
- Staff adapt babies and children's sleep routines so they meet the needs of the nursery and all children lie down after eating lunch which is not consistent with their home routines or their individual needs
- Staff do not comment on what they and the children are doing to introduce new vocabulary and engage the children in the activities by creating a language rich environment.
- Although there is a key-person system in place, some key persons have too many children in their group. This means that children are unable to rely on the key-person's support to effectively meet their care needs.

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 and mealtimes in all the rooms and the garden.
- The inspector had discussions with the staff, manager and parents.
- The inspector viewed a sample of documentation such as staff and children's records, policies and planning.
- The inspector invited the manager to carry out a joint observation.

Inspector

Jill Steer

Full report

Information about the setting

Fitzsimmons Place Nursery is a privately owned nursery and opened in 2002. The nursery operates from a converted house arranged over four floors, with a separate hall and large garden. The nursery is situated on the outskirts of Guildford in Surrey. It is open each weekday from 8am to 6pm all year, with the exceptions of public holidays.

There are currently 181 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery also operates an after school club, where children are collected from the local adjacent school and use the large outdoor hall.

There are 19 members of childcare staff, 14 of whom hold appropriate early years qualifications to National Vocational Qualification level 3 and three are unqualified. One member of staff is a qualified teacher and the manager is qualified to degree level. The nursery provides funded free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's individual care routines are tailored to meet their individual needs, in partnership with their parents
- ensure the rules and organisation of mealtimes do not adversely affect children's well-being.

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

- increase children's vocabulary through commenting on and describing what children are doing, to effectively support their language development
- develop the key-person system to help promote children's well-being and support them to form secure attachments.

Inspection judgements

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

Staff plan for children from the day they start at the nursery, based on information they gain from the children's parents about what the children can and like to do. They base the planning on weekly topics that arise from a combination of children's interests and areas of development the staff have identified as needing development. Staff observe children at play and keep records of their progress to track their development, including the completion of progress checks for two-year-old children. These assessments enable staff to quickly identify delays in any of the prime areas of learning so they can help children to catch up as soon as possible. Planning for children under two years is based upon the prime areas of learning of their physical development, personal, social and emotional development, and their communication and language. However, staff do not make full use of all opportunities to develop children's vocabulary during activities. For example, they do not describe the texture of dough and jelly children are exploring, repeat babies babbling, or ask questions that challenge children's thinking and introduce new words.

Staff supervise children's play and provide many opportunities for them to choose freely from the resources, deciding for themselves what they will play with. For example some children push cars round a road mat while others assemble coloured tiles in pairs to form long lines, concentrating carefully on the task to keep them in line. Children throughout the nursery have a love of books. From the babies upwards, they spend a lot of time looking at books and asking staff to read to them. Young toddlers have already learned which way round to start to read the books and know their favourites well. They point to the pictures and talk about them saying 'pider, wet'. Staff comment that 'yes, the spider is wet', repeating the words correctly. Children enjoy some group activities as staff make these interesting by talking about them in readiness. For example, explaining that Timmy the tortoise will come and visit from upstairs and they can count how many legs he has. When the tortoise arrives the staff hold him up for children to see, explaining they should not be noisy as he only has small ears. Staff encourage children to feel the shell and describe it as bumpy, which some children brave enough to touch it for themselves. Staff introduce children to technology as they have access to computers and regularly listen to recorded stories and show them how to put the disc in the player. Children happily draw freely and some children are beginning to recognise letters in their name, naming which two letters come at the beginning. Generally children are making progress in all areas of learning as expected from their individual starting points. Staff adequately support them in their play and plan some activities that are interesting with some challenge to help children make further progress. Planning is on display so parents can see what the children are doing and can view their child's development profile at any time to share in their learning journey.

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

Children are welcomed into the nursery and generally settle well. There is a key-person system in place to establish supportive relationships between staff and children, although not all staff are key persons. This means that the key persons have as many as 14 children in their group, which does not enable them to form secure attachments with all these children. This means some of the children, especially the babies, cannot always have the close relationship they need for their well-being and to help them feel safe when they need comfort. Children generally behave well and some staff speak to children calmly and quietly to set a good example. Staff are supportive and well-deployed so they are always on hand when children need them. Each age group of children has their own floor in the building so they can move around safely with all resources being suitable for their needs. Resources are stored so children can help themselves to develop their independence. Resources for babies are close by in containers on the floor so they can crawl to a selection of soft toys or equipment to pull themselves up to stand. As children develop they move on up through the nursery until they reach the pre-school rooms at the top. Each floor has a kitchen where children go to eat their meals in one of two sittings. Food is freshly prepared on site every day and is healthy and nutritious. However, there are strict rules about children eating food so those that do not want to try the main meal are not given any dessert. This means some children go for long periods without eating anything substantial to sustain them through their long day in nursery and does not teach them good eating habits or meet their welfare needs. Meals are adapted to meet some children's specific dietary needs, such as their religious requirements or proven allergies.

Children go outside every day to explore the large garden area so they learn about healthy living. They have access to large apparatus to develop their physical skills and have space to run. There are areas to explore and discover wildlife, and for growing. The garden is checked every day to make sure it is safe for children and enable them to learn how to take their own risks in a safe environment. Staff help children prepare to start school by reading books to them and having discussions about the move to formal education. They provide uniforms for children to practise wearing and arrange visits with the teachers from the school. However, pre-school children are expected to lie down after lunch every day resulting in some children falling asleep. This does not help prepare them for their busy school day. Parents gradually adapt children's home sleep routines to fit in with the routines of the nursery, which does not fully meet children's individual needs.

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

The nursery is a safe place for children to spend their days. The manager completes regular risk assessments and daily safety checks to make sure children are not exposed to anything hazardous. For example while there is a bees' nest in the middle of the garden, the children are kept to the lower level. Staff complete safeguarding training so they are aware of possible signs that may indicate a child at risk of harm. They understand the nursery procedures to report their concerns to protect children's well-being. Staff are very clear that they would enforce the whistle-blowing policy if they were to have concerns about another member of staff to keep children safe within the nursery. Staff attend training courses both externally and internally to update and supplement their childcare

knowledge and skills. They meet regularly with the management for supervision and appraisals to discuss their continued professional development.

Management regularly review the planning to ensure it is effective in meeting each child's learning and developmental needs. They check that all areas of learning are included and there is sufficient challenge for each child to make progress through a broad range of experiences and activities. The management understand and implement the safeguarding and welfare requirements of the Early Years Foundation Stage adequately. The management review and evaluate nursery practice to strive for good standards of care. They take prompt action to address recommendations made at inspections to improve the quality of care and learning for children. Good relationships are developed with parents who receive information through a variety of methods, such as the notice board, website and newsletters as well as discussions each day with staff. Staff have developed partnerships with other people caring for children, such as au pairs who collect children and the local school teachers, to share information about the children's progress and care for consistency. Parents speak well of the nursery and say that staff are caring and they are sad for their children to leave.

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	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	EY223136
Local authority	Surrey
Inspection number	975644
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	181
Name of provider	Fitzsimmons Place Nursery Limited
Date of previous inspection	01/08/2013
Telephone number	01483 455133

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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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