

Foxcubs Nursery

Foxdell Children's Centre, Runley Road, LUTON, LU1 1TZ

Inspection date	15/07/2014
Previous inspection date	16/11/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 effectively teach children to share their knowledge and allow them to lead discussions and conversations as they listen respectfully to what they say.
- Children become independent as the staff have high expectations for what they can do, such as tidying away after themselves and choosing their own snack.
- The nursery places high importance upon safeguarding. Staff undertake frequent training and follow extensive policies to maintain their very good awareness of how to help keep children safe.
- The nursery encourages parental involvement and promotes an inclusive and welcoming environment where parents feel safe and happy to leave their children.

It is not yet outstanding because

- Some activities are not readily available for all children to join in with, when they express an interest.
- The younger children at the nursery do not always have consistent access to a range of rich and varied activities to promote the development of large physical 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.

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 toddler room, pre-school room and garden.
- The inspector had discussions with parents, staff and children.
- The inspector carried out a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector held a meeting with the manager of the nursery.

Inspector

Hayley Marshall

Full report

Information about the setting

Foxcubs Nursery was registered in 2008 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is run by the Pre-School Learning Alliance. It operates from a purpose-built building within the premises of Foxdell Infant School in Luton, Bedfordshire. The nursery is linked to a children's centre. It serves the local and surrounding communities and has strong links with the school on which it is sited. It is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday during term time only. It is open from 8am until 5pm, core sessions are 8.45am until 11.45am and 12.30pm until 3.30pm. Children are able to attend for a variety of sessions and times. There are currently 129 children on roll, 126 of whom are within the early years age range. Six children over the age of five years attend the after school club. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those, who speak English as an additional language. The nursery employs 15 members of childcare staff. The manager is a qualified to degree level and has an Early Years Professional qualification. Two further members of staff are qualified at degree level. Most other staff have suitable early years qualifications. 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:

- extend the very good opportunities children with special educational needs and/or disabilities enjoy, such as group time activities, to make them more available for all children, who want to join in

- increase young children's access to a wide range of resources, which promote the physical development of their large physical skills.

Inspection judgements

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

A good balance of adult-led and child-led activities provide children with interesting and exciting learning opportunities. Staff are particularly competent in working closely with children, who have special educational needs and/or disabilities, to promote their good progress. For example, staff sit with children and play word games, where they match the pictures and say the object. By using simple sign language, staff reinforce the meaning, giving children differing ways to communicate. This is helpful for children, who speak English as an additional language and children, who are not yet talking. Picture cards help children to understand what will happen next and staff use pictures frequently to get

across messages, enabling children's understanding. Technology is a key part to furthering children's learning. Staff use large monitors to show children's songs and rhymes. Children recognise these songs and begin to copy the actions as staff praise and encourage them. This supports children's communication skills. Consequently, all children make good progress as staff plan for their individual needs and work closely with other professionals to develop individual education plans. This means that planning is flexible and tailored towards children's diverse needs. However, some activities, such as the 'bucket activity', are not open for all children to join in with. Some children display their curiosity and interest in this and tell staff of their desire to take part. Although, staff add the activity to planning for the following day, this does not respond to children's immediate desire for further learning. Staff extend children's language by asking them questions and getting their ideas and views about things. They use this method with very good effect when children talk about celebrations and festivals, which are important to them. Staff allow children to be the experts, sharing their understanding and talking adults through what happens during Ramadan and Eid. For example, they use artefacts to talk about what they see their parents do and use child-friendly books and images to explain what happens. Children display high levels of confidence as they explain the use of prayer mats and what they like to eat. Staff listen intently and respectfully, teaching children that what they say is of importance. This means that children's sense of confidence and interest in sharing their knowledge contributes to preparing them well for their future learning and eventual entry to school.

Children explore a wide range of sensory learning activities, such as making marks in tooth paste, which is spread on the table. They also enjoy watching their footprints appear in damp sand. They use dough to squeeze and create as they strengthen the muscles in their hands and fingers. This helps children to prepare for writing. When they do show an interest in writing and drawing, they find pencils, paper, chalk boards and white boards and pens spread throughout the environment. As a result, writing, drawing and creating becomes second nature to children. Consequently, they become confident in writing their names and giving meaning to their drawings. Older children develop their physical skills when they play outside. They scramble up the climbing frame and crawl beneath it. They create with building blocks and ride bicycles at speed, then stop and turn as they avoid collision. Younger children share the outdoor area and they are developing confidence as they move between the indoors and outdoors. However, occasionally they spend less time in the larger outdoor area and at times, there are less exciting and differing ways for them to develop their physical skills, through balancing, climbing and negotiating spaces.

Staff keep precise and accurate records of children's development. They observe children and share these with parents to plan what children need to learn next. Staff have high expectations for all children. They understand that at times, they need to monitor children's progress against smaller targets to measure achievement. As a result, staff identify and support any gaps in children's learning. Staff encourage parents to share their ideas and invite them to regular parents' evenings. This provides children with good consistency as they continue their learning at home.

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

Staff are very proactive in promoting good links with families from the very start. Home visits means that children begin to become familiar with their key person before they attend the nursery. Drop-in play sessions over summer holidays help children to become accustomed to their new environment with the support of their parents. Staff reflect on the effectiveness of this as children settle more quickly in the new term. The nursery is a welcoming and inclusive place where parents feel safe and trust that the staff, who care for their children. Staff know and understand the local community and provide advice and support, which benefits families and children's ability to feel emotionally ready for learning. Staff prepare children well for changes between rooms and starting school. They work closely with the on-site school, at times, delaying the date when children will start school until they are fully ready. Staff work closely with parents, gathering lots of information about children's likes and dislikes and home routines to help them to settle at the nursery. Some children take longer than others to separate from their main carer and the staff recognise that they need extra support. The key person approach is effective in helping children to feel confident, while forming close attachments to those, who care for them.

Staff at the nursery give clear and consistent messages about behaviour. There are rules in place, which staff expect children to follow. For example, after they finish playing, staff encourage children to tidy up and put things away. Staff understand that some behaviour, such as biting, is difficult to manage. They appreciate that some children go through this phase and monitor them closely to identify triggers for the behaviour. They work closely with parents to help resolve these issues and staff attend appropriate training. Staff praise children's achievements and help them to understand about 'good choices'. This raises their self-esteem and enables them to begin to moderate their own behaviour. In turn, this helps children to play together in an environment where they feel safe. Staff encourage children's independence through giving them tasks, such as hanging up the dressing-up clothes and choosing their own snack. Staff talk about healthy foods and display pictures of fruit and vegetables to increase children's awareness of new foods. Children enjoy active outdoor play where they find out how their bodies respond to exercise and benefit from fresh air in all weathers. They dress in waterproof clothing when playing in water and understand about the effects of weather on their bodies, such as getting hot in summer when they have been running around.

Children use the toilet and maintain their own hygiene as they get tissues to blow their noses and dispose of them in the bin. They further reduce the likelihood of the spread of infection by washing their hands before eating. In this way, children learn about how to meet their own personal needs well. Staff encourage children to begin to recognise and manage small risks. They encourage them to explore and be hands on in their learning. Children are able to take safe risks in their play. For example, when they build towers from large wooden bricks, they learn to jump out of the way as their structure falls. Staff trust children to use tools, such as scissors, because they teach them how to do this safely. Therefore, children become confident and competent in managing risks and keeping themselves safe.

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

The inspection was prioritised following concerns raised about an incident of children biting. The provider notified Ofsted about an accident a child sustained while at the nursery. Ofsted issued a notice to improve the implementation of the behaviour management policy by recording incidents to ensure children's needs are met. At the inspection, it was found that the nursery implements their behaviour management procedures effectively and records of incidents are thorough. Appropriate action was taken to deal with the child's injury and all requirements are met. The notification demonstrates the provider's understanding of their legal requirement to inform Ofsted of significant incidents. All staff display a depth of understanding about child protection issues. They undertake frequent and thorough training to refresh and enhance their knowledge further. Staff explain the benefit of this, as it enables them to have a wider understanding of the less obvious signs, which might cause them concern about children's welfare. Staff are vigilant in recording any pre-existing injuries children have and reporting any concerns about their safety to the relevant professionals. The management at the nursery implement their extensive policies and procedures in relation to any allegations about staff. The induction of new staff is thorough and well developed. The provider checks the suitability of new recruitments before interview, when they have the offer of employment and before they start working with children. All adults, who work with children, have Disclosure and Barring Service checks to confirm their suitability. The nursery staff undertake checks of the areas where children play to confirm they are free from any potential hazards. Staff review any accidents children have. They assess the areas where they play and the layout of furniture to prevent the likelihood of injury. Staff have first-aid training, which means that they can confidently deal with accidents and ensure children receive the appropriate treatment.

The highly-qualified manager demonstrates a good understanding about how children learn. She strives to increase the quality of care for children, communicating her vision effectively to the staff team. Staff, who work at the nursery, are happy in their work and demonstrate a strong desire to provide good care for children. Their commitment to ongoing professional development enlightens them and they share their good knowledge with their colleagues. Staff are confident in their abilities because they are clear in their roles and benefit from purposeful supervision. They know that they can raise any concerns or areas for discussion with the manager. Both informal and formal appraisals and discussions identify staff training needs and guide their work. The regular team meetings give staff a chance to reflect upon their work and any areas of children's care, which needs addressing. The nursery uses self-evaluation to monitor their work and bring about ongoing improvements. Staff invite parents to share their views through questionnaires, which they evaluate and discuss with them. Recommendations from the previous inspection have been fully addressed, demonstrating the nursery's capacity to maintain increasing quality of care for children.

The nursery manager is gathering data to further assist her good monitoring of children's teaching and learning. She reviews the development children make and regular summaries enable staff and parents to review children's achievements. Staff complete the progress check for children between the ages of two and three years and share these with parents. They find ways to include parents in children's learning and provide courses and information for them to learn more about the nursery. The nursery works closely with the

on-site school and other professionals involved in children's lives. Regular meetings and discussions facilitate a two-way flow of information, which benefits children's all round care and learning. This helps to ensure that all children make consistently good progress in their development.

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	EY374847
Local authority	Luton
Inspection number	981597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	129
Name of provider	Pre-School Learning Alliance
Date of previous inspection	16/11/2012
Telephone number	01582731945

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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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