

Fordfield Nursery Ltd Ruxox House

Ruxox House, Maulden Road, Flitwick, BEDFORD, MK45 5BN

Inspection date	11/08/2014
Previous inspection date	02/03/2012

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 are happy, self-assured and confident. They benefit from a dedicated staff team who know them well and provide good care and education.
- The quality of teaching and learning is good and at times is outstanding, as staff have a secure understanding of how children learn.
- Partnership with parents is good. They work together with staff to ensure all children thrive and enjoy stimulating learning experiences in the nursery and at home.
- Staff ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect children in their care.

It is not yet outstanding because

- The staff do not always ensure that all parents are fully involved in discussing arrangements for children's transition to the next room.
- The staff do not always help children to fully develop their early writing skills, for example, by making the most of the opportunities for children to write their names during group registration time.

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 both indoors and in the outside play areas.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records and planning documents.
The inspector checked evidence of suitability, qualifications of staff working with children and a range of other documents, including the safeguarding procedures, the self-evaluation and action plan.
- The inspector took account of the views of parents and carers spoken to on the day and written statements.

Inspector

Jill Hardaker

Full report

Information about the setting

Fordfield Nursery Ltd, Ruxox House was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Flitwick. The nursery is owned and managed by Fordfield Nursery Ltd. The nursery serves the local area and is accessible to all children. There are enclosed play areas available for outdoor play accessible from every room. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery closes for two weeks at Christmas and two weeks during the summer. Children attend for a variety of sessions. There are currently 89 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery employs 27 members of staff. Of these, 23 hold appropriate early years qualifications at level 2 to 6.

What the setting needs to do to improve further

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

- enhance the good partnership with parents further, for example, by developing more effective ways to inform them of their child's next key person when children are moving to a different room

- provide further chances for children to develop independent writing skills, for example, by offering all children eager to participate, the chance to write their name on the white board at registration time.

Inspection judgements

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

Teaching and learning is good because staff have high expectations and understand how child learn. Children have access to an outstanding variety of toys and resources that cover all seven areas of learning indoors and out. Babies are eager to investigate and enjoy many experiences supported by the staff. Babies especially enjoy sand play. They rub the sand between their hands, lift up handfuls and climb in the sand to experience the feel of the sand on their bare feet. They laugh and clap, clearly showing their enjoyment. The staff leave this activity out for most of the day. As a result, babies show a high level of concentration and enjoyment as they re-visit this activity. Children in all rooms show good levels of concentration and become engrossed in their play. Consequently, all children make good progress in their learning and development. Staff organise the learning environment to support children's learning particularly well. For example, in the room for two-year-olds, the role-play area is set up very effectively. The children engage in washing clothes, pegging them on the line to dry and ironing them. A staff member

supports the children's learning effectively as she explains to them how the clothes are washed in the machine. She reinforces the children's learning through having clothes to wash in the water tray. Her effective questioning of children enables them to talk about how they are making the clothes clean. The children enjoy making marks on cloth and later tie-dyeing fabric. Consequently, this promotes children's knowledge of the world and their creative and literacy development. Staff advance children's mathematical development by providing many resources to encourage number recognition, shape and space awareness. They support children well in mathematics by encouraging them to count and recognise numbers, praising them for their achievements and efforts. This means children are keen to further their mathematical learning.

Staff effectively promote children's speaking and listening skills. This is because they spend time involving children in discussion and conversation. The effective use of questions enables children to think critically and solve problems. Staff use group times in the pre-school room to help to ensure that children are developing the skills ready for school. In an extremely well-planned cooking activity, the staff member introduces many descriptive words. The use of books and recipes enables children to develop an understanding that print carries meaning as they follow the instructions. As a result, children hold effective and sustained conversations with their peers and read books to each other. At register time, children display their good understanding of days, months and years. They spontaneously talk about letter sounds and accurately associate sounds with words. Their literacy skills are developing well as they write their names on the white board. However, there is scope to develop this further by allowing all children, who are eager to join in, the chance to make marks to represent their name on the board. 8

The staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They effectively assess and identify children's starting points and ongoing development stages. This ensures children make good progress in all areas. Parents state they are well informed about their child's progress. Parent partnership trees displayed in each room show regular updates from parent's observations at home. This demonstrates that they regularly engage in their children's learning. Daily conversations with the key person and the open door policy ensure parents are well informed of the child's day at nursery. Regular emails and parent consultations enable parents to have good knowledge of their child's development. This promotes children's learning further.

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

Children are happy and enjoy their time at the nursery. Staff actively use the outdoor areas to develop the children's enjoyment of the natural environment. Walks through the countryside surrounding the nursery enhance children's understanding of the natural world. For example, the pre-school children go on bug hunts. Children in all rooms have access to age-appropriate resources, which allows them to balance, run and ride in a safe environment. Consequently, they are developing skills in knowing how to keep themselves safe. Staff promote healthy lifestyles by providing freely available water at all times. All children are encouraged to be independent at mealtimes. The oldest children effectively

wash their hands before and after eating and using the bathroom. Younger children develop healthy habits with robust hygiene routines that they learn with the support of staff. The nursery provides healthy meals and snacks. Children pour drinks and serve themselves as much as possible. This develops their independence effectively. Children are developing good social skills, which prepares them for experiences in the wider world, such as school.

Staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is good and they make effective friendships. Staff are good, positive role models, they show respect for children and support them well. Consequently, children feel emotionally secure and are confident and independent. Children develop strong attachments with their key person and the staff team. Staff in the baby room ensure they prioritise babies' individual routines. Consequently, babies are happy and settled in the nursery. The staff adequately manage transitions within the nursery. Staff who are familiar to children support them during visits to the next room. However, staff do not always support children's emotional well-being to the very optimum during this process. They do not always inform parents about their child's next key person early on in the process.

Parents speak highly of the provision and feel the management and staff support them well by listening to them and giving effective advice. The staff ensure a good settling-in procedure supports parents who may be anxious about leaving their babies. The staff gain information of the babies' needs through a written questionnaire. This ensures individual baby's needs are adequately met. Staff have plans to develop this further with the child's key person meeting the parents to discuss the children's needs together. The staff develop good relationships with the local schools. The schools invite the nursery children to events and teachers visit the nursery. This enables the teachers to gain an understanding of children's starting points and to begin getting to know them. Therefore, children's excitement of going to school is increased and they eagerly look forward to the transition.

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

The motivated manager demonstrates a strong drive and commitment to maintain the good standards of care and education she and the staff provide for children. Staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are included in the policy. They are aware of and understand their responsibility to report any concerns they have about a child. Most staff have a current paediatric first-aid qualification. Therefore, they keep children safe and secure in the nursery. Detailed investigations, staff interviews and actions are put in place following any incidents or accidents. The management team ensure they deal with these promptly and they notify any relevant organisations, such as Ofsted.

The manager has a good knowledge of the skills of her staff and she gives their professional development high priority. The management team mentor and develop staff into leadership roles. A recent project to evaluate the role of apprentices in the nursery resulted in the development of a training package. This ensures all apprentices are fully involved in all aspects of the provision. Regular supervisions by room leaders and management appraisals mean that staff are constantly improving their good practice. The impact of this is evident in the nursery as staff evaluate their practice and strive to improve the service they offer to children and parents. Room leaders' monitoring of children's education, learning and development ensure assessments are accurate and consistent. The planning schedule shows how children's interests, development and achievements feed into the planning for their next steps in learning. Consequently, all children are making good progress in their learning and development given their starting points.

The partnership with parents is good in almost all respects. Most parents feel there is a good flow of information between the nursery and home. The management team use parent questionnaires to gain the views of parents on the provision. Parents were actively involved with developing the allotment. This gives children the opportunity to sow seeds and grow fruit and vegetables for use in cooking activities and meals. The development of an allotment on site enriches the experiences for the children. The staff in the pre-school room build up effective links with local schools. Teachers visit the nursery during the summer term and the school staff invite children to events, such as Christmas plays. In partnership with parents, the staff complete a summative assessment transition report. Therefore, ensuring teachers have a good knowledge and understanding of children's starting points. This assures children's ongoing development. The nursery is not currently caring for any children with special educational needs and/or disabilities. However, all staff are aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY366384
Local authority	Central Bedfordshire
Inspection number	983137
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	89
Name of provider	Fordfield House Nursery Ltd
Date of previous inspection	02/03/2012
Telephone number	01525 405524

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

