

Fawley Independent Day Nursery

Rollestone Road, Holbury, Southampton, Hampshire, SO45 2GD

Inspection date

15/08/2014

Previous inspection date

13/07/2009

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

- The warm approach of staff helps children to settle quickly and to feel safe and secure, forming secure attachments and bonds.
- There are good assessment systems in place. Staff plan for children's emerging interests and next steps with confidence to aid good progress.
- Effective partnership working with parents means that there is a consistent approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- The manager has a clear vision to monitor the nursery. Staff work together successfully to maintain continuous improvement.

It is not yet outstanding because

- Large group activities are not consistently organised well to ensure younger children have full opportunities to participate.
- Younger children do not consistently have opportunities to express their individual needs to staff.

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 had a tour of the nursery with the provider and took part in a joint observation with the manager.
- The inspector held discussions with the manager and provider throughout the inspection.
- The inspector held discussions with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents including policies and procedures, risk assessments, staff training records, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Fawley Independent Day Nursery opened in 1997. It is privately owned and managed and serves the local area. It operates from several rooms in a new purpose-built premises. There are currently 93 children from birth to under five years of age on roll, of whom 35 are in receipt of nursery education. Children attend for a variety of sessions. The nursery opens five days a week all year round from 8am to 6pm. There are 19 staff who work with the children of which 15 hold appropriate early years qualifications. There are two staff who are currently working towards a recognised early years qualification. The nursery receives support from the Early Years Team. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the organisation of large group activities, to support each child's full engagement and participation
- ensure younger children consistently have opportunities to communicate their individual needs to staff.

Inspection judgements

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

Staff create a stimulating environment for children to play and learn. They spend time with parents finding out about what children can do before they start at the nursery. As a result, parents feel valued and staff are able to effectively plan for individual children from the very start of their placement. Assessment is focused and used to plan activities to progress children in all areas. Staff complete next steps on their key children and share these with parents to keep them fully involved with their child's learning. Staff have regular meetings with parents and outside agencies to ensure strategies in place are consistent in meeting the needs of all individual children. Parents also provide regular information on their child's interests and achievements. In this way, the nursery ensures they are using the information that they have, to help children to make the most progress possible at home and at the nursery.

Children and babies are confident learners who actively explore their environment and concentrate well as they engage in a wide variety of activities. Children express themselves and develop early writing skills by taking part in a wide and interesting range of art and craft activities. For example, they use water, paints, pens and pencils to make

marks on a variety of surfaces. Babies explore and investigate a vast range of resources to promote their physical skills. They have space indoors to move and crawl. They develop their small muscle control as they press buttons on interactive toys. Children explore texture with curiosity as they investigate sand in the outdoor environment. Staff encourage children's mathematical development at an early age through a range of planned and self-chosen activities. For example, children have fun in the sensory room, they learn about numbers and counting as they sing number rhymes. Children develop physical skills digging in the construction area. They learn about volume as they transport dirt across the garden to the flower beds. Staff encourage and support children's responses to picture books and stories as they read to them, through discussion about animals, for example. Children eagerly sit alongside others and independently select their own books. These experiences promote children's communication and language skills, as well as their early literacy development.

Staff provide good balance of adult-led and child-initiated experiences and support children to choose their own activities. Children are able to find the equipment they require and make independent choices from the wide selection available. Children make constructions alongside staff, using their imaginative skills, for example. Staff use children's interests to support critical thinking and language development, showing an interest in their play. However, at times, group activities are not organised to ensure all younger children have opportunities to fully participate. For example, during a painting activity, the table becomes overcrowded. Despite children indicating that they wish to participate, they are kept waiting. As a result, they end up painting on another child's picture. This means that sometimes children are not able to contribute in a way which is of value to them or others.

Nonetheless, children make good progress in relation to their starting points and capabilities as they receive a good level of support from staff who have a clear understanding of how children learn. Children's interests are used to inform planning, so that they take an active part in leading their own play and learning. Observations and well-documented assessments assist staff well in monitoring children's progress and learning. Staff routinely evaluate their key children's achievements and identify new targets for their development.

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

A well-established key person system is in place which helps children to form secure attachments and promotes their well-being and independence. All staff know the children in their room well and are able to support children if their key person is away. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. As a result, children have developed strong attachments with the staff which prove beneficial as children move through the group rooms in the nursery. Staff manage these moves sensitively and fully involve parents. Parents comment they are happy with this process. Staff are good role models, and calm and polite when they speak to the children. As a result, children are sociable, confident and are learning to treat others with respect. Staff support them well in learning to manage their own behaviour, which encourages

independence and helps them make positive relationships.

Children have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Staff encourage children to think about personal safety, for example as they climb over play apparatus. Children of all ages have further opportunities to develop physical skills using the indoor soft play area, for example, which helps them develop healthy bodies. Here, their large muscle skills are challenged further as they climb over the equipment and use a range of movement as they move under and over the play resources.

Staff promote children's understanding of healthy lifestyles very effectively through routines and everyday practice. Drinking water is available to prevent children feeling thirsty. Even the younger children have opportunities to pour their own drinks, developing independence. However, they are not always provided with the sufficient time they need to express their individual needs. For example, when one child was waiting for a member of staff to re-fill the water jug, another member of staff took the child away to change their nappy. This meant the child was not given time to communicate that they wanted a drink first. Staff encourage children to use age appropriate cutlery as they feed themselves at lunch time supporting independence. They independently serve themselves meals and snacks and this helps children understand the importance of a healthy diet and portion sizes. All food is tasty and nutritious and prepared by the cook on site. All children's dietary requirements are adhered to and there are good standards of hygiene in the nursery.

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

Leadership and management are strong. There is a robust recruitment procedure in place to help ensure all new staff are suitably qualified and checked before working with children. All staff benefit from regular supervision and annual appraisals to identify future training needs and monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives and check their knowledge of existing policies and procedures. The learning and development programme is closely monitored and evaluated. This means all areas of learning are covered well, and the individual needs of the children are met, quickly closing any gaps in progress. Assessment is timely and consistent and shared regularly with parents.

There are clear policies and procedures in place to ensure that the requirements of the Early Years Foundation Stage are met at all times. Risk assessment is a continual process throughout the day and staff ensure activities and outings have been risk assessed. Staff knowledge of issues relating to safeguarding children, paediatric first aid, fire safety and food hygiene all help keep children as safe as possible. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the nursery. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. They have a good knowledge of how to record and

report accidents and incidents to management and parents should they occur.

All of the staff are committed and dedicated to provide good quality childcare. The views of the staff are included in the nursery's improvement plans. It is clear that all the staff are extremely proud of what they do to ensure that all children make progress and enjoy their learning experiences. This demonstrates that the nursery team has a strong commitment to driving continuous improvement. Parents state, 'The staff are friendly and approachable. They really care about the children.' This shows that there are good partnerships with parents and that staff work with them to promote a cohesive approach to children's learning. Parents and children are able to contribute to improvements as their views are sought regularly verbally and through questionnaires. Staff regularly share information about children's next steps in learning with other settings that children attend. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make very good progress. These systems ensure that all adults are able to contribute to children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	110496
Local authority	Hampshire
Inspection number	845991
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	78
Number of children on roll	93
Name of provider	Elizabeth Young
Date of previous inspection	13/07/2009
Telephone number	02380 890088

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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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