

Futurepath Childcare

Unit 1, Warwick House, Beacon Bottom, Park Gate, SOUTHAMPTON, SO31 7GQ

Inspection date

03/09/2014

Previous inspection date

08/12/2011

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

- Staff have a thorough understanding of each child's learning needs and plan activities to support their ongoing progress.
- The nursery promotes the children's independence by offering them a continuous learning environment inside and outside.
- Children enjoy their time at the nursery and they have positive relationships with the staff and their peers.
- The management of the nursery are pro-active within the nursery supporting and helping the staff where needed and interacting positively with the children. As a result, this promotes good outcomes for children.

It is not yet outstanding because

- Staff do not consistently support children's early writing skills or promote their understanding that writing is from left to right.
- Staff do not keep all parents up to date with their child's next steps in learning and development to support continuity of learning at home.

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 the interaction between children and staff.
- The inspector sampled the documents kept on the children including their profiles.
- The inspector had discussions with staff, children and parents.
- The inspector undertook a joint observation with the manager of the nursery.
- The inspector undertook observations in all playrooms and in the gardens.

Inspector

Amanda Shedden

Full report

Information about the setting

Futurepath Childcare registered in 2011. It is one of two nurseries owned by the same company. It operates from a detached building in an area of Park Gate in Hampshire. Children have access to dedicated playrooms and enclosed outdoor play areas. The nursery is open Monday to Friday from 7.30am to 6pm, 51 weeks of the year. Children may attend on a sessional or full-time basis. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. The nursery receives funding for the provision of free early education for children aged two, three and four years. Futurepath Childcare supports children who are learning English as an additional language. There are 17 members of staff, which include management who work directly with the children. Of these 13 hold appropriate childcare qualifications and the remaining staff are working towards recognised childcare qualifications.

What the setting needs to do to improve further

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

- improve the relationships with parents so they are aware of their child's next steps to enable them to extend their child's learning at home
- strengthen further children's understanding of letters and numbers, including the concept of writing from left to right.

Inspection judgements

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

Children enjoy a high level of good quality interaction throughout the nursery, effectively promoting their language, social skills and emotional development. Staff are welcoming and friendly from the outset. They engage well with the children and their parents at all times. Babies and toddlers particularly benefit from lots of cuddles, positive facial expression and gestures. Throughout the nursery, there is an atmosphere of calmness and caring where children feel safe which is conducive to their learning.

The staffs' knowledge of the children results in them promoting children's learning throughout the day. Staff ask open questions and allow children time to think before they reply, which effectively promotes children's conversations and language. Children participate in a wide range of good quality activities, which help children to become confident and prepare them for the move onto their next stage of learning.

The positive interaction from staff across the nursery results in the children having fun while they learn. During spontaneous games of dominoes the interaction from staff resulted in the more able children contributing their own knowledge of colours and numbers and others learning while they played. Toddlers were encouraged to talk about what they know about firefighters and their use of ladders while completing puzzles linked to different emergency services. Staff introduced babies to primary colours as they made sponge paintings.

Each day children participate in small groups planned by their key person to focus on particular areas of learning to support their consolidation or progression. For example, children undertook an activity linked to writing letters using the sounds of letters and numbers. The children were very keen to participate in the activity concentrating and persevering in the tasks set for them. However, staff did not explain that writing is scribed from left to right or consistently show them how to form numbers or letters correctly.

The children's interests are fully included in the planning of activities. Children enjoy other activities that are undertaken alongside the ongoing themes. Staff make regular observations and assessments on all the children in the nursery, which enables them to promote and consolidate children's learning throughout the day. Staff use this information to identify children with additional learning needs and to inform future planning of activities. Staff are pro-active liaising with other relevant agencies to promote children's learning effectively. Staff complete the required progress check for two-year-old children and share this with parents. Next steps in learning and development are highlighted enabling all staff to interact at each child's individual level promoting their knowledge. However, staff do not keep parents fully informed when their child's next step has been changed to enable them to continue their child's learning at home.

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

Children feel extremely secure at the nursery, which promotes their sense of well-being and confidence. They settle quickly into the routine of the day. When children move from one base room to another, the key persons exchange good quality information about the children to aid the transition. Visits are arranged between the rooms until the children are happy and parents are kept fully informed about the changes. New children have visits so they experience the room they are going to play in, meeting the children, their key person and other staff. The key-person system is fully embedded across the nursery giving each child a main carer. The effective organisation of each room results in all staff being aware of children's needs, which promotes children's emotional well-being.

Children behave well and develop close relationships with staff and with each other. Behaviour management is consistent throughout the nursery. Staff are good role models and are polite and friendly to each other, as are the children. Older children enjoy helping their younger peers and interact with all age groups well. Children take delight in being the daily helper. Children who have managed particularly well, for example, listening well and helping others are awarded stickers, which they wear with pride. Children learn about staying safe and risk taking through daily routines and activities. For example, they know

to walk indoors and confidently talk about how to use the stairs safely. Babies who are learning to walk confidently cruise around the low-level furniture and into the arms of their key person.

Staff offer children many opportunities and experiences that promote their understanding of healthy lifestyles. Each day children access the fresh air outdoors using the garden with a range of different resources to promote their physical development. Children are fully involved in growing a variety of vegetables, which once ripe, they eat at snack or mealtimes. Children have healthy snacks and freshly cooked meals each day. Staff teach children the importance of washing their hands prior to eating, and to brush their teeth afterwards. Children have access to water throughout the day to quench their thirst. Older children help themselves from jugs and staff offer babies additional drinks throughout the day. Older children sit and have conversations making it a social occasion where they help themselves to the food and pour their own drinks. This helps to promote their social skills well.

Children access a wealth of resources both indoors and outside. The indoors offers the children a bright and stimulating environment where in each room there are areas for different types of play. This enables children to have quiet areas where they can look at books or sit and talk with their friends. Most of the resources are accessible to enable even the youngest children to select for themselves. Staff display children's artwork giving the children a sense of ownership and belonging. Babies have their own dedicated outdoor garden with appropriate-sized resources. The use of artificial grass enables even non-walking babies to use the garden in all weathers. Toddlers and pre-school children share the same garden and resources, which they successfully share and take turns using.

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

All staff demonstrate a very good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. Staff protect children effectively from harm and neglect. There is a clear and well-written safeguarding policy in place, which is shared with parents as part of the parent pack. All staff are clear about the signs and symptoms of possible abuse, and the correct procedures to follow in the event of a concern about a child or an adult in the setting. There are secure and robust systems in place to recruit and vet staff, so all adults working with children are suitable to do so. This helps to promote children's welfare.

The management team works with the staff continually to evaluate and improve outcomes for children. The enthusiastic staff contribute their ideas of how to increase the outcomes for children. For example, they have recently made changes to the book and role-play areas offering the children a more suitable environment to use the resources in those areas. They have recently created a classroom upstairs, which children use when undertaking small focused activities. They have developed the garden offering now for example, a bigger area for gardening and a decking area resulting in the older children accessing outdoor play in all weathers. Staff have plans to create an area where children

can participate in cooking activities.

A significant strength of the provision is the teamwork and staff have a clear understanding of their roles and responsibilities. Staff are well supported in their professional development, which helps develop their knowledge and skills. Staff have regular appraisals where they discuss their practice and what they would like to do to develop their knowledge and skills further. They undertake regular training and senior staff not only monitor but they work with staff to ensure that each staff member is effectively contributing to the outcomes for children.

The management team has very clear systems in place to monitor the educational programme and involve all staff in this process. The team is fully aware of the development of each child and the activities that they are undertaking. This overview enables them to ensure that not only are the children having a broad range of experiences but that planning and assessment are precise and display an accurate understanding of the children's skills. The team uses a multi-agency approach and work well with other agencies as required. This helps staff to provide children with the support they need to maximise their outcomes.

All children benefit from the open communication and two-way flow of information between the nursery staff and their parents. Parents are able to speak with staff at any time and they know who their children's key person is. Management regularly encourages parents' feedback at parents' evenings and at social events that take place during the year. The parents spoken to during the inspection were very pleased with the relationships they have with the staff and the progress their children are making. Good links are in place with other early years providers so that there is continuity of care and learning for children.

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. 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	EY429228
Local authority	Hampshire
Inspection number	823492
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	99
Name of provider	Futurepath Childcare Ltd
Date of previous inspection	08/12/2011
Telephone number	01489577778

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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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