

Fox House Day Nursery

57 Foxhouse Lane, Maghull, LIVERPOOL, Merseyside, L31 3EW

Inspection date	09/12/2014
Previous inspection date	01/12/2011

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

- Children feel safe and secure in the nursery and arrangements for safeguarding children are robust.
- Children are active and animated learners who are developing skills that will prepare them for the next stage in their learning at school.
- Parents speak very favourably about the care and education their children receive. They are kept well informed about the progress their children are making, which helps them to extend their learning at home.
- Children have access to prolonged periods of play outdoors. They make very good progress in developing their physical skills, personal, social and emotional development and are adept at taking appropriate risks, as a result.

It is not yet outstanding because

- Staff do not always give children enough time to answer their questions, before they tell them the answer. This means that on occasion, children's thinking skills are not consistently supported.
- Younger children sometimes struggle to negotiate the space available for moving from the serving area to the table at lunchtimes and drop their plate as a result, which does not promote their developing independence well.

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.

Inspection activities

- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff, risk assessments and first-aid qualifications.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted joint observations with the area manager, looking at the practice of staff.
- The inspector spoke with children, parents and staff. She also held a meeting with the area manager.

Inspector

Valerie Aspinall

Full report

Information about the setting

Fox House Day Nursery was registered in 1996 on the Early Years Register. It is one of three settings owned by the provider. It is situated in a purpose built premises in grounds of a house in the Maghull area of Liverpool, and is managed by a partnership. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with an appropriate level 6 qualification. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 29 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- develop children's thinking skills further, for example, by encouraging staff to pause for a sufficient amount of time after asking a question to allow children to think about their response before giving them the answer
- promote children's independence and confidence even more at lunchtimes, for example, by arranging the furniture, so that the space is more easily negotiated by children carrying their food.

Inspection judgements

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

Staff know children very well. They gather information from parents and carers about their children's needs, abilities and interests when they start at the nursery and throughout their time there. They do this through detailed All about me documents, daily diaries and regular verbal feedback. Most frequently, staff support children's progress by knowing their current interests and using them to extend their learning. For example, when young children show skill controlling a football, they take time to practice kicking and aiming in a fun way and direct parents to similar activities in the local area. Babies make very good progress in their developing speech, because staff consistently model new words and speak in short sentences. For example, children under two know that a snake makes a hissing sound. However, on occasion, staff are too quick to offer the answer to questions they ask young children. Consequently, children are not consistently being encouraged to develop their critical thinking skills. Staff make regular and precise observations and assessments of children's play and use these to plan for the next steps in their learning, tracking their ongoing progress. Consequently, all children make good progress from their

varying starting points.

Parents and carers are encouraged to continue children's learning at home in a range of ways. They receive monthly information via email, detailing the activities their children have been involved in and what is planned for the following month, with suggestions for activities at home. Children enjoy sharing their home experiences when they take turns to take home the nursery's cuddly dog, Wilson. Parents add comments and photographs to Wilson's diary, which help each child's key person to learn more about their interests at home. Parents and carers contribute to the assessment and planning process through their comments in children's progress reviews, home observation post-it notes, informal chats with staff and pre-arranged stay and play sessions.

The quality of teaching is good. Staff use a range of teaching strategies to support children's developing language and literacy skills effectively. For example, children look for their name at the snack table. Staff demonstrate how to make marks in shaving foam and offer many activities to use tools to begin to develop children's writing skills. Staff read stories, sing songs and enjoy extended conversations about children's interests and home life. Staff assess all children to discover their levels of well-being and achievement and then plan activities accordingly. They assess the environment to identify where children communicate most and make minor adjustments to areas to encourage children to speak even more. Consequently, children are becoming confident communicators and enjoy sharing their views and opinions. Children's mathematical skills are enhanced in an age appropriate way, as staff teach them to count while singing action songs or to count the number of jumps they can do. Staff introduce the language of size and shape, when they say children have drawn a big circle in the shaving foam. Staff encourage children who become frustrated when they try to put on their own coat, or fasten it up. As a result, children have another go and therefore are developing the skills and persistence they will need to be ready for school, when the time comes.

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

Parents comment that their children have settled quickly and enjoy spending time with their key person. Children are confident, communicative and independent; this shows that they are forming secure attachments. Flexible settling-in sessions ensure staff quickly get to know children's likes, dislikes and familiar routines. Regular visits to the next room, a communal dining area and sharing information between staff are very effective in supporting children to make the move from one room to another. Consequently, children's personal, social and emotional development is well supported. Older children are helped to prepare for the next stage in their learning by playing schools in the role-play area, dressing up in school uniforms and taking walks to look at local schools. Consequently, they are excited and emotionally ready for moving on to school.

The nursery environment is cheerful and welcoming and offers children opportunities to play in a number of well-equipped areas. Children's playrooms are arranged so they can access resources themselves and have spaces to be messy, as well as cosier, cushioned

areas for relaxation. Displays of children's photographs and self-portraits ensure that all children feel valued. Resources reflecting the wider community support children's growing understanding of the similarities and differences between people. There is sufficient space for the children to play in all rooms. The outdoor area offers a wide range of resources to challenge all children. As a result, children move confidently in a range of ways. For example, children jump, balance, climb, kick, throw and become adept at using various tools. Children play well together and enjoy each other's company. For example, they play cooperatively during a balancing activity in the garden, having great fun taking turns to jump off the logs. Staff speak to children in a calm and quiet way and gently remind them to share and look after the resources. They regularly praise younger children when they cooperate in play or promptly follow their instructions, such as to line up to go outside to play. Consequently, children are helpful and kind to their friends and they all behave well.

Older children help to set the table, find their own placemats and serve themselves at mealtimes, which all promote their growing independence. However, the area used for dining has too many tables and chairs. This means that younger children sometimes drop their plates as they try to negotiate the space. Discussions about healthy eating and exercise contribute to children's good understanding of how to keep themselves healthy. For example, when children are offered drinks when they come in from playing outside, staff say they need to drink because running around has made them warm and their hearts are beating faster. Staff provide regular healthy snacks and meals, which always include fresh fruit. Consequently, children maintain their energy for the frequent, physical play activities offered throughout the day. Children play outside for significant amounts of time and show obvious enjoyment and confidence as staff encourage them to take appropriate risks. Children are reminded to play safely, for example, not to run too fast on the damp, artificial grass area, in case they slip. Consequently, children are beginning to learn about safety and risk. This attitude helps children to have a go and persist with more challenging activities when they eventually move on to school.

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

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. All staff have participated in recent training to ensure their full understanding of safeguarding procedures. Managers and staff have a good understanding of how to keep children safe and protected from harm. Staff are aware of the potential signs of abuse and know whom to contact if they have concerns. Safeguarding policies and whistle blowing procedures are regularly updated and discussed at every staff meeting. Several staff have current first-aid qualifications and accident and medicine records are robust. The manager ensures that staff are effectively deployed so that children are well supervised at all times. In addition, daily risk assessments ensure that all areas of the nursery are checked and hazards identified. The identity of unexpected visitors is checked and appropriate measures are in place to ensure the nursery and grounds are secure. There are effective recruitment and induction procedures in place, which manager use to ensure that all staff are appropriately vetted.

Consequently, children are safe and their well-being assured.

Self-evaluation is good. The area manager is studying for a master's degree at a centre renowned for early years excellence, and is inspired to consistently strive for improvements. Consequently, the management team are reflective and know how they can improve the nursery further. They welcome suggestions from parents on how they could improve by using regular questionnaires and through an established parent forum, which they call Share and listen. For example, when a parent said she did not know every member of staff by name, the manager created a staff board in reception, with photographs and information about each member of staff. Staff are encouraged to continue their professional development. As a result, some of the small staff team have gone on to achieve level 4 qualifications. In-house training and regular staff meetings are used by managers to ensure that all staff are supported in their day-to-day practice. Annual appraisals, supervision meetings and observations of practice are used effectively to identify areas for future development. Consequently, a good standard of teaching is maintained throughout the nursery.

Partnerships with parents are very good. Parents comment that their children are very happy in the nursery and they feel that the nursery goes 'above and beyond' to support children and include parents. Parents know how their children have been progressing because they get regular termly summaries. In addition, detailed verbal handovers inform parents what children have been doing during the day. Regular monthly emails and stay and play sessions keep parents involved with their child's development. All parents spoken to during the inspection, made very positive comments, for example, 'my child has made great progress, especially in his speaking and confidence'. The nursery staff have developed effective partnerships with other providers. For example, schools are invited to visit the nursery to see children in their familiar surroundings and information about their progress and learning is exchanged.

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	310420
Local authority	Sefton
Inspection number	999529
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	29
Name of provider	Margaret Brown, James Brown and Anna Brown Partnership
Date of previous inspection	01/12/2011
Telephone number	0151 531 7113

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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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