

Fourways Day Nursery and Out Of School Care Ltd

Inspection report for early years provision

Unique reference number	EY350660
Inspection date	24/02/2011
Inspector	Liz Owen
Setting address	26 Vicarage Road, Hereford, Herefordshire, HR1 2QN
Telephone number	01432 279 566
Email	
Type of setting	Childcare on non-domestic premises

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fourways Day Nursery and Out of School Care Ltd is privately owned and managed. It has been open since 2004, but has been under the current management since 2007. It operates from four rooms within purpose built premises and is located next to St. James Primary School in the city of Hereford. The centre serves the local community. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7am until 6pm all year round.

The nursery is registered on the Early Years Register to care for a maximum of 35 children under eight years at any one time, of whom no more than 15 may be under two years old at any one time. There are currently 84 children in this age group on role. The nursery also offers care before school, after school and holiday care for school age children. This provision is registered on both voluntary and compulsory parts of the Childcare Register. Children cared for in the out of school club are collected and delivered to schools in the area by mini bus. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The 16 members of staff work directly with the children, supported by the management team and ancillary staff. All staff hold early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3. The setting receives support from the local authority and is currently working towards a quality assurance accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is very well organised and managed efficiently which ensures children's welfare and development is effectively supported. Children make good progress in their starting points and capabilities due to the well-organised educational program. The procedures, policies and records which contribute to the welfare and safety of the children are generally well maintained. Good links with parents, carers and others help create an inclusive environment for all children and families. The systems to monitor, review and reflect on the practice used within the nursery are robust and contribute to the high quality of care and education provided for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessments so that it includes information on who conducted it, date of

24/03/2011

review and any action taken following a review or incident (Suitable premises, environment and equipment)(Also applies to both parts of the Childcare Register).

To further improve the early years provision the registered person should:

- develop further systems when children attend several settings to ensure that practitioners from each setting regularly share the children's development and learning records and any other relevant information.

The effectiveness of leadership and management of the early years provision

Fourways Day Nursery and Out of School Care is exceedingly well managed. Staff have clear roles and responsibilities and work well together as a team receiving a high level of support from the management. The management carry out regular reviews of the staff's knowledge of safeguarding procedures through questionnaires and training. This means that they have a good understanding of safeguarding procedures and their roles and responsibilities in protecting children. Recruitment and employment systems are used effectively to ensure the suitability of staff. Criminal records bureau checks are carried out and updated. Annual staff appraisals are used to ensure ongoing suitability and to enable staff to discuss any training needs. The premises are safe; there are good secure procedures for ensuring that children are only collected by authorised persons. Although comprehensive risk assessments records are available these records have not been reviewed regularly-at least on a yearly basis. This is a breach of a specific legal requirement. However it has little impact on the safety and well-being of children due to the staff carrying out daily checks on the premises and equipment. There are systems in place to monitor and ensure the checks have been completed efficiently. Procedures in relation to administering medication, managing accidents and maintaining hygiene standards are good. Consequently, children's good health is promoted effectively.

The staff work well as a team, carrying out their roles and responsibilities efficiently. The professional development of the staff is valued. There are good arrangements in place to enable staff to attend training and share their new knowledge and expertise with other members of the team at staff meetings. Outcomes for children are attributed to the good use of resources and the interaction between children and staff. The environment both indoors and outdoors provides good opportunities for children to play and learn. The outdoor environment is creatively set out with willow structures, a bridge for children to walk over and steps for them to climb. A large tepee, a covered area and swings are also incorporated. This enables children to develop their physical skills and play imaginatively.

The nursery has developed highly positive relationships with parents and carers. There are well-established relationships based on two-way information sharing.

Parents and carers are provided with good quality information about the nursery and their child's development. For example, regular news letters and parents consultation evenings provide formal means of communication and ongoing dialogue between staff and parents on a daily basis keeps them well informed. The views of parents are sought, and information obtained through the questionnaires is used in the action plans for the nursery. Parents and carers are made welcome and invited to attend stay and play sessions. There are good procedures in place for working in partnership with other professionals and agencies involved in children's care and welfare. Any developmental concerns identified are discussed with parents so that advice and support can be obtained in order to meet children's individual needs. Information is partially shared with other settings children attend but this has not yet been fully developed to make effective use of sharing children's developmental records in order to provide a consistency in children's learning.

The nursery management has put in place rigorous monitoring systems which include staff and parents. This provides information on what the setting does well and what it needs to improve, leading to action plans and identified targets for sustained improvement. The management team are highly successful in inspiring the staff team to work towards the identified targets. Consequently staff morale is high and have a positive impact on outcomes for all children, ensuring their well-being is extremely well supported.

The quality and standards of the early years provision and outcomes for children

Children make good progress towards the early learning goals. The staff use their good knowledge of the Early Years Foundation Stage learning and development and welfare requirements to promote children's learning and well-being. Children throughout the nursery enjoy a rich, varied and imaginative play and learning experience. Their welfare is well supported by staff who demonstrate a very good understanding of the individual needs of the children in their care. They make effective use of information provided by parents, particularly in the baby room ensuring babies daily routines are followed and parents' wishes respected. Activities are clearly based on children's interest and are child-lead. The planning systems enable staff to guide and direct children's learning through additional adult-focused activities. Observations are carried out and are used to assess children's progress and identify areas for further development. Children are encouraged to make choices and decisions about the activities they are involved in and older children are included in the planning of activities. This helps develop their independence and sense of belonging.

Children are well occupied and interested in the activities provided and this has a positive impact on children's behaviour which is exceedingly good. Staff are good role models who help children learn the importance of right from wrong encouraging children to play harmoniously, show care and consideration for others and to use good manners. The relationship between children throughout the

nursery and staff is good. This helps children build their confidence and self-esteem.

Children are developing good skills for the future. Their progress in communicating, literacy and skills relating to information and communication technology are developing well. Staff identify children who need additional support and implement strategies to help close the achievement gap for these children. A strong emphasis is placed on using sensory experiences in helping children learn, using their own curiosity and natural ability to explore and investigate using their senses. For example, water play in the baby room enables the babies to find out what happens when they splash the water, enjoying the sound made and the movement of the water. Staff sensitively support less confident children until they are ready to engage in the activity and join in with the other babies. A similar activity in the toddler room using spray cream and paint links into the theme of transport when toy vehicles are added. The toddlers enjoy making marks and patterns, pushing the vehicles backwards and forwards. Both activities are used effectively to introduce children to new vocabulary, promote their physical skills and movement and engage children in explorative play. Activities are thoroughly enjoyed by the children.

Children over two years develop their language for communication through their responses and interaction with staff. They are confident to ask questions and offer their own suggestions and ideas during story time. Children use simple computer programs to design and print patterns with shapes. They use their problem-solving and reasoning skills in a wide range of activities including activities set up outside. For example, using lengths of drainpipe with water or sand or building structures with large items such as crates. Visits within the community help children to develop a sense of place. Following a visit to local garden centre children set up their own growing area and shop. Children learn about the wider community through activities based on religious events, festivals and traditions. Children discuss and explore feelings of happiness and sadness following an activity about Valentine's Day. Staff make use of such activities to raise children's awareness of personal safety and support children's confidence in expressing how they feel.

Staff make good use of daily routines to help children learn how to behave safely in their play. For example, staff prepare water and messy play activities well and explain to children the importance not running on wet surfaces in case they slip or fall. The soft play area in the two-year-old room is well organised, enabling children to be physically active while remaining safe. Children learn the importance of road safety when out and about and are involved in practising evacuation drills. Children adopt good personal hygiene routines when developmentally ready. Healthy eating is promoted through the provision of healthy snacks and readily accessible drinks. Parents can choose for their child to have a freshly cooked hot meal or to provide their own packed lunches. Regular access to outdoor play and outings means that children learn the importance of regular exercise as part of maintaining a healthy lifestyle.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety premises and equipment). 24/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety premises and equipment). 24/03/2011