

Fairytales Day Nursery

Inspection report for early years provision

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Inspector ISP Inspection

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Fairytales Day Nursery has been registered since 2003 and is owned by a private limited company. It operates from a refurbished church hall building close to the centre of Dudley town. The nursery is accessible to all children. There are separate secure enclosed outdoor play areas within the premises. Children come from the local and wider catchment areas and staff walk or drive to the local school to take and collect children.

Fairytales Day Nursery is open Monday to Friday from 7am to 7pm for 51 weeks of the year. Children are able to attend for a variety of sessions. It is registered to care for a maximum of 74 children in the Early Years age range. There are currently 93 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 19 members of staff employed to work directly with the children, all of whom hold appropriate early years qualifications. There are 13 staff members who are working towards a higher level early years qualification either Early Years Professional Status or a foundation degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a wonderful ethos which provides a warm, welcoming, stimulating, child-centred environment in which children flourish. Staff are motivated, highly qualified and experienced and have a wonderful knowledge of each child's individual needs and interests. Children benefit extremely well from continuity of learning and care as the setting liaises with parents and other agencies to ensure individual children's needs are met and their protection assured. Commendable monitoring and self-evaluation by the provider and staff ensure that any priorities for future development are promptly identified and acted on. This clearly demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the evaluation systems to ensure that the quality of

children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm as all are staff passionate about protecting children. They have an excellent understanding of their role in child protection, are able to put appropriate procedures into practice and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Rigorous and robust recruitment and induction procedures, backed by ongoing relevant staff development and training, ensure that all staff working with the children are suitable, capable and well qualified. Risk assessments, which cover all areas, equipment and outings are conducted and reviewed regularly. The manager links accident records to risk assessments on a monthly basis and staff conduct daily checks of all areas of the setting. For example, all internal doors have key-coded locks and external doors have a finger print system fitted. This ensures staff are fully aware of who is on site at any time and provides a very safe environment for children and staff.

The premises are very welcoming, well maintained and brightly decorated with children's work. Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of adults who are very passionate about the service they provide. Morale is high and their energy and enthusiasm has a positive impact, resulting in a setting of an exceptionally high calibre where children's needs are fully met. The development of a very effective key person system means that children's needs are understood and met. All staff take responsibility for what they do within the nursery.

The management and staff are proactive in fostering strong partnerships with parents, carers and other professionals. They place great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive high quality information about the provision, which can be obtained in other languages and Braille if required. Parents are encouraged to share information about their child when they first attend. All parents complete a starting booklet about what their child can do, family photographs and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Children benefit from their parents' involvement in their learning while in the setting. Parents are well informed about their children's welfare, achievements and progress through communication boards with specific information about staff, key groups and children's activities or through written and verbal information about their child's day. Parents are encouraged to review their children's learning journals and write comments. Regular newsletters are also sent out to parents which highlight themes and coming events. Parents are delighted with the setting and written comments are displayed which speak highly of staff. Parents say they are approachable and dedicated, and that they are confident to leave their children with the staff knowing that they will be well cared for.

The nursery is starting to develop effective working partnerships with other early years settings which some children attend. They have forged links with the local schools. Information is readily shared with the schools which older children move to and the setting has been praised for its professional approach. Staff make the most of diversity to help children understand the society they live in. The resources are very good, fit for purpose and support children in their development. Children are taken out daily into the community or visitors come in. This aids towards children becoming aware of the society in which they live.

Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision. The management of the setting have high aspirations, drive and commitment to providing top quality care for children. They are totally committed to continuous improvement and the capacity for this is admirable. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. All actions and recommendations from the last inspection have been successfully and comprehensively addressed. This results in a setting that is forward thinking, exceptionally well organised and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

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

Children are making outstanding progress in all areas of learning and development. The setting is totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. They benefit from the support of experienced and enthusiastic staff who capably organise varied and adaptable activities to foster children's curiosity and motivation. Comprehensive revisions to planning, assessment and the organisation of activities in all areas of the nursery, especially in the pre-school room, have resulted in the very successful promotion of child-centred learning. Children are actively involved in planning. Their ideas, choices and interests are fully encouraged by staff and ensure that children continue to make progress in line with their capabilities and starting points.

From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with real enthusiasm. Through their interaction with the children, the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play and join in with the activities and they get excited about what they are doing. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children have a lovely time mark making using shaving foam and cars, trying to follow the tracks they have made, matching healthy play foods to pictures in a game or mixing a cake to take home to share. Babies delight in tactile experiences as they investigate a treasure basket containing different textured items, such as, bangles on a mug tree, which they try to put on or take off, or coloured rice, along with play dough rolling and cutting shapes. Older children enjoy the activities that they participate in. For example, building a pirate ship from an array of 'junk' modelling resources

or making a beanstalk from building blocks. Staff consistently question children, talking about shapes, colours and numbers. This promotes children's creativity, problem solving, reasoning and numeracy.

Babies enjoy tactile activities, for example, looking at books that make noises or have flaps that lift up and reveal another picture. Children play well together and have definite friendship groups in place. They help and support each other while playing and are very caring towards each other.

Children show care and consideration for the nursery pets, 5 giant African snails, and are becoming aware of protecting the environment as they place items in the recycling bins. They also grow their own herbs, flowers and vegetables or search for 'mini beasts' in the outdoor area. Children discover the wider world as they learn about different countries through tasting food and celebrating festivals.

Behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, be polite and be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met.

Children develop valuable life skills. They are confident, increasingly independent and very helpful, competently tidying up at the end of a session. They learn the importance of following simple hygiene routines, understand the importance of washing their hands before eating or after messy play, and proficiently show staff and visitors the correct procedures for hand washing after visiting the toilet. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Meals and snack times are sociable occasions when children sit round the table together and chat about their day. Older children learn how to lay a table for lunch and babies learn how to feed themselves. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment.

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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