

Friends Together Day Nursery

Inspection report for early years provision

Unique reference number EY422250
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Inspector Dianne Andrews

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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*.

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.

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Description of the setting

Friends Together Day Nursery registered in 2010 and runs from a converted building on the outskirts of Newcastle-under-Lyme. There are four main activity rooms and an enclosed outdoor play area. All areas of the setting are on the ground floor. The setting is open from 7.00am to 6.00pm Monday to Friday, 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 68 children under eight years at any one time, 28 of these may be aged under two years. It is also registered on the compulsory and voluntary parts of the Childcare Register. Children up to the age of 12 may attend the out of school club. There are ten members of staff working with the children, eight of these hold recognised childcare qualifications. There are presently 52 children on roll. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and make good progress towards the early learning goals. Practitioners show a clear understanding of the Early Years Foundation Stage and how children learn; they successfully develop a provision that is responsive to individual children's needs and abilities. Children's welfare needs are met well in the majority of areas. The setting works extremely effectively with parents and carers and links with other providers are proactively developed to ensure consistency in care and education. There are strong aspirations for developing the quality of the setting to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the risk assessments for children's sleep provision taking into account the latest guidance (Premises, environment and equipment)
- ensure that visitor's record includes the relevant information, including individual's names (Safeguarding and welfare)

The effectiveness of leadership and management of the early years provision

Effective procedures and work practices are implemented to make sure all staff are able to play a full and supportive role in ensuring children are well cared for and safeguarded. Staff have designated roles and responsibilities in relation to safeguarding children and the whole staff group take part in training to refresh or

promote their understanding in this area. The recruitment and vetting arrangements are robust and successfully ensure that all adults who have unsupervised contact with children are suitable. The identity of visitors to the setting is appropriately confirmed, however, not all relevant information is recorded in the visitor's record to fully promote children's welfare; for instance, individual building contractor's names.

The management and deployment of staff are very well organised and monitored to ensure staffing levels exceed requirements within the nursery and fully meet the needs of the children. Periodic staff appraisals support staff and are carried out by management to assess ongoing skills, to identify good practice and highlight any training needs.

Risk assessments are effective in most areas and are updated to take account of changes to the routines of the setting which may affect children's safety, for instance, during the process of remedial building work. The majority of risks and hazards within the daily practice are successfully minimised, for instance, staff adopt very good hygiene procedures for the serving of food, wearing protective clothing to prevent cross-contamination. However, recommended guidelines for safety within the procedures for sleep provision for the youngest children, are not consistently adhered to in order to best promote children's well-being in this area.

Consistent and productive relationships with parents and carers enhance opportunities provided for all children. They are very well informed on all aspects of their child's achievement, well-being and development. They are positively encouraged to play an active part in their child's learning and development and to contribute to the educational programme. They share and celebrate children's achievements at home through a 'reach for the stars' initiative; the information is used positively within children's learning and development profiles. There is a good rapport between each child's key person and parents, which means that information is shared effectively enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Children with special educational needs and/or disabilities and with English as an additional language are well integrated and welcomed. Strategies used are very successful in supporting all children, as a consequence, the outcomes for children and their experiences are positive and rewarding.

Partnership working with other agencies and providers is effective and ensures children received consistency in their care and learning. Staff are particularly successful in helping children to make a smooth transition to their new primary school's learning environments, through visits and planned activities to help familiarise children with the new surroundings.

All practitioners are enthusiastic and show commitment to their work. Effective steps are taken by management to fully involve the staff team in the process of evaluating the provision for children's welfare, learning and development. Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

The nursery environment is extremely well organised and resourced with good quality toys and equipment that are appropriate to the age of the children in each room. There is an emphasis on child-initiated activity and as a result children are active learners and are confident to make good use of the range of play opportunities and activities. They are lively, curious and motivated to learn. They make full use of the space, indoors and out, developing their own play and using their active imaginations effectively, for instance, developing roles and characters while playing in the innovative, colourful and well-resourced seaside cafe role play area.

Children benefit from the good programme of activities, which is informed by the key persons' observations and assessments, taking account of individual children's interests and developmental goals. Practitioners support children's learning well as they harness their ideas and enable them to develop their thoughts. They use good questioning skills and spontaneous learning opportunities within the daily routine, for instance, requesting children to collect various numbers of books at tidy-up time.

A strong emphasis is placed on the promotion of children's independence, self-esteem and their understanding of right and wrong. They learn to keep themselves safe through consistent daily routines and are supported to use tools and equipment safely, for instance when using knives to spread toppings on their bread at snack time. Themed activities about 'people who help us' reinforce safety messages.

Children enter the nursery confidently and settle quickly, demonstrating a firm sense of belonging. Babies are effectively reassured and supported by experienced staff who help them to feel comfortable, safe and secure. They happily explore the interactive toys, keen to press buttons to create effects, learning how to make things work. Their daily routines are discussed with parents and consistently followed to meet their individual needs and promote their good health. Their mobility and physical development is effectively encouraged.

All children relish opportunities for outdoor play and activities, here they gain first hand experiences with the weather, seasons and natural world. Their good health is promoted through an active lifestyle and through their understanding of personal hygiene routines. Babies and toddlers have their hands washed following nappy changing and pre-school children recognise that 'washing hands removes germs and prevents them from having a poorly tummy.' Children benefit from the freshly prepared, nutritious meals and a varied menu, which encourages them to try new tastes and textures. They all have access to regular drinks and their fluid intake is recorded to ensure they remain well hydrated.

Children enjoy an environment, which is rich in text and number, through signs, books, labels, notices and activities children develop an understanding that print

carries meaning. They have many opportunities to make marks using a wide range of tools; they write for a purpose on clipboards, trace lines through glitter and children of all ages experiment with paint techniques. Older children are confident communicators; they use talk to clarify their thinking and to share experiences. Babies communicate in a variety of ways, including gurgling, babbling and squealing; they are sociable and curious, they enjoy listening to familiar songs and smile and make eye contact with their carers.

Children make a positive contribution to the setting as, for instance, they make decisions about the design of their learning environment to prepare it for the children who will move up from the younger group. They are supported learn to respect others' life styles as they take part in activities, such as, the recognition of special days and festivals that help them to learn how others live. They celebrate similarities and differences, admiring, for instance, their playmate's national dress, worn for party day.

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	2

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	2
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of partnerships	2
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	2
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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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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