

Firm Foundations Day Care

Inspection report for early years provision

Unique reference number EY305424
Inspection date 26/11/2008
Inspector Deirdra Keating

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Firm Foundations Day Care is privately owned and managed. It opened in 2005 and operates from a one storey converted building. A ramp to the entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 37 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07:30 to 18:00, 51 weeks of the year.

There are currently 27 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local area and also attend local childminders. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are eight members of staff, including the owner who manages the setting and has Early Years Professional Status. Six of the staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are all inclusively welcomed and their needs are generally met in the Early Years Foundation Stage. Staff are qualified and suitable and written procedures ensure that children's needs are met through the sharing of information with parents. However, some of the written procedures require close monitoring to ensure they work effectively in practice. The learning environment is reassuring with a range of resources and activities from which most children can actively learn and progress. However, some children are not given enough challenge and are not fully engaged as the routines do not always meet their individual needs. The owner strives for improvement and has recently introduced a system to evaluate and monitor the provision.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments identify all aspects of the environment that need to be checked on a regular basis
- tailor schedules and routines to flow with children's individual needs and incorporate a balance of activities, delivered through indoor and outdoor play
- offer children opportunities to explore a range of materials and objects in their natural environments
- provide children with enough challenge to ensure that they are consistently and purposefully engaged.

The leadership and management of the early years provision

The management of the Early Years Foundation Stage is promoted by the good maintenance of policies and record systems. Children are protected from harm by a robust recruitment system and staff who have clear knowledge of safeguarding procedures. The effective use of written consents, the recording of accidents and necessary adjustments to the environment generally secures children's safety. However, the procedure for conducting risk assessments is not effective in identifying all risks. The manager has a clear forward vision for the setting and is committed to improving her knowledge base and that of her staff, she has recently taken accreditation for Early Years Professional status. Improvements regarding the recommendations raised at the last inspection have been made and the manager has recently developed some good systems of self-evaluation which involve the whole staff team.

Parents are well-informed regarding their children's progress and speak highly of the systems used to share the learning records. These work well and provide parents and staff with good communication channels to ensure the children's needs are sensitively catered for. The setting has also established good links with outside professionals who are supporting children with additional needs. This enables all children to progress in relation to their capabilities and starting points and promotes a fully inclusive environment.

The quality and standards of the early years provision

Children generally make good progress in their learning; they are happy, settled and have formed trusting relationships with adults and peers. Planning provides a range of practical experiences and is based on what children can do, taking account of their recent interests. Children play together harmoniously and happily initiate their own play as they jump in and out of the ball pool collecting balls that have gone astray. Staff praise them as they tidy up giving them a sense of pride and achievement. Staff support younger children well, following their ever changing interests in resources and activities they have selected. Children respond very well to this support, participating with high levels of enthusiasm and self-motivation. Older children are encouraged to offer their ideas and participate well in group stories. They develop their speaking skills and self-confidence as their contributions are valued by staff who give children time to think and structure what they want to say. There are a good range of adult-led activities provided, however, staff do not consistently use challenging methods or ask children to think critically.

Children play in a spacious, child-friendly learning environment, which has defined areas for different types of activities and a large purpose built outdoor area. However, there are not enough opportunities for children to play outside and at times children are not engaged in purposeful play and become boisterous. There is a wide range of colourful equipment that is stored well to enable children to have choice and independent access. Children confidently select plastic animals to enhance their imaginary dinosaur game, however, there are a limited range of

natural materials for children to explore. Staff have created a homely and reassuring environment where children are starting to learn about how to keep themselves safe through stories and discussions. The environment is checked for hazards, however, this does not clearly identify all risks which could compromise children's safety. Staff have a good understanding of safeguarding children and implement policies appropriately to ensure children are protected from potential harm.

Children are provided with balanced, nutritious meals that are cooked on the premises using fresh ingredients. They learn about the importance of good personal hygiene through consistent routines such as cleaning their teeth and washing their hands. Children are making sound progress to develop the skills to help them achieve in later life and treat one another respectfully and considerately. Children's additional needs are sensitively met by good support which is tailored to their individual requirements. Babies have clearly developed close and trusting relationships with staff who are gentle, enthusiastic and encouraging. Good proactive involvement and information from parents supports children's active learning well. There is strong emphasis on ensuring that practice is inclusive for all families.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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: Met

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.